SKILLWORKER

STUDENT ACTIVITY BOOK

B.A./B.Sc. English for Paper B

According to the syllabus

of

University of the Punjab

Dr. Surriya Shaffi Mir

Prof. Sabiha Mansoor

Prof. Humaira Irfan

The Caravan Book House

Kachehri Road, Lahore, Pakistan.

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PREFACE

"Skillworker" has been designed to meet the English Language needs of Pakistani students at the B.A., B.Sc. level. The aim of the course is to make language available for practical purposes to students who after their B.A. examination will take their place in the national and international scene; they will be looking for jobs, joining post-graduate and professional courses, perhaps going abroad for further studies; they will generally be taking their place in the work-a-day world and working their way up to positions of responsibility. The course is designed for functional day-to-day use of language and to develop skills of reading, writing and comprehension in such a way that they will serve the student for a lifetime.

The course comprises a Teacher's Manual and a Student Activity Book. The Teacher's Manual complements the Students Activity Book and is meant to be an aid for the teacher. It covers teaching methods and approaches, materials adaptation and shows how to assess the student's progress and needs. Teachers are urged to read the Manual before using the activity book in the classroom. The Student Activity Book covers, Reading Comprehension, Cloze, Phrasal Verbs, Error Analysis, Combination of Sentences, Essay Writing, Letter Writing, Translation, Dialogue Writing and Idiomatic Expressions.

It is hoped that the books will be sufficient and that there will be no need for help from bazaar guide books. At the same time the material provided for study and the activities/exercises are meant to serve as models leaving the teacher and student free to adapt such materials for their special needs, to use as many or as few activities as may be needed. It is therefore not necessary to work on every single activity in the book. The teachers and students are expected instead to select only what is relevant for their individual needs.

The course was orginally itended as a single book but its expansion into two sections is perhaps indicative of the zeal and thoroughness with which the three authors, Dr. Surriya Shaffi Mir, Prof. Sabiha Mansoor and Humaira Irfan of Kinnaird College, Lahore, have worked to give the maximum amount of choice and to cover the widest range of realistic situations for both teacher and student. It has been a labour of love on the part of the authors and is the culmination of their vast experience and study in the field of English Language Teaching. The title, "Skillworker" coined by Humaira Irfan, aptly expresses the concept of practical work and application towards which these three writers have aimed with such sure insight into the needs of Pakistani students. Credit must also be given to the Board of Studies (English), University of the Punjab, and its Chairman, Dr. Naseem Riaz Butt, for having the vision to introduce changes in the B.A. English Syllabus and to commission the writing of new texts. Dr. Butt is also to be thanked for spending hours in discussions over the layout and content of these books. His guidance has been both practical and wise.

The completion of this book would not have been possible without the encouragement and support of Dr. Mira Phailbus, Principal Kinnaird College Lahore, who over the years has championed the cause of English Language Teaching (ELT), finding ways of training staff both abroad and in Pakistan.

It is hoped that "Skillworker" will emerge not simply as a dry text to be laboured through by teacher and student to pass an examination but that it will be a series of experiences in the classroom and outside to be enjoyed and developed upon according to individual needs. It is thus meant not as the final word on English Language Teaching but as a pointer towards further exploration in the field.

PERIN BOGA
Head of the English Department,
Kinnaird College for Women, Lahore.

Section I

READING COMPREHENSION

Prof. Sabiha Mansoor

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Introduction

Purpose of the Course

The aim of the reading comprehension course is to enable students to read unfamiliar authentic texts without help, at appropriate speed, silently and with adequate understanding. This section is designed to provide practical ideas and resources to students who would like to learn to read and study more efficiently.

One of the problems facing our learners today is that for the Comprehension component in their **BA English language course,** they are given mostly artificial passages of English with comprehension exercises in the end. These aim at **testing** and not **teaching** reading comprehension. Hardly any help is provided to the students to enable them to confront a whole range of problems of understanding that are his actual reading experience.

The **Teacher's Manual** suggests classroom approaches and teaching methods that will help students to become independent and efficient readers. It will enable teachers to build reading objectives into the language program and to select reading material and exercises from this section which is interesting and useful to the students for their learning needs, i.e. for academic work and for target needs, i.e. future use in employment etc.

The **topics** covered in this section are skimming and scanning, comprehension, vocabulary development, textual organization, study skills and critical evaluation. The readings are selected and devised from **authentic materials** like newspapers, journals, travel brochures, content area, and literary texts. Factors kept in mind while selecting reading passages are interest, exploitability, readability, topic, political and cultural appropriateness, appearance and better awareness of life.

The **course** is divided into five units

Unit I: Variations in Reading Speed; Skimming and Scanning

A. Improving Reading Speed

B. Skimming

i. anticipation/prediction
ii. relevance
iii. general idea

C. Scanning

i. Specific information
ii. Specific parts of a text
iii. Specific data

Unit II: Text Organization

A. Parts of a text

i. cohesive devices
ii. discourse markers

B. Parts of a sentence

C. Coherence

Unit III: Comprehension: Understanding Meaning

A. Main Ideas

B. Inferencing and Deducing

i. Word - formation
ii. Contextual clues

C. Information - Transfer

Unit IV: Study Skills

A. Note-Taking

B. Summarizing

Unit V: Critical Evaluation

A. Fact vs Opinion

B. Writer's Intention

C. Reflection and Discussion

The course is aimed at a mixed ability class ranging from **intermediate to advanced learners**. A variety of exercises are provided in this section to engage the interest and active participation of the students and help them to develop reading skills so as to become **efficient** and **autonomous learners.** The teachers and students should decide together which activities will be more useful to them. It is suggested however that a few activities from each unit should be worked out by the students initially with the guidance of their teachers and later by independent practice, so as to develop their understanding of the reading process by experiencing the many aspects of reading strategies or skills. The teacher may also supplement the course by devising activities suitable to the needs and interests of their learners in each unit. This section on reading comprehension is written with the hope that, in an effective reading course, the students can be taught reading skills and strategies that will positively influence their performance in **content area courses** which are in English. The section on " Study Skills" is designed to demonstrate to students how the skills taught in a reading comprehension course can be applied to other classes

An important aspect of all the activities is the **active involvement** of all students in the process of learning. It is hoped that this approach will capture and sustain the interest of even discouraged and poorly motivated readers.

The **Teacher's Manual** on teaching comprehension is essential reading for all BA English teachers involved in the language course. It informs the teacher about the nature of reading comprehension and the approaches and methodology to be adopted. It also equips the teacher with techniques for developing the reading skills of their learners and suggestions for activities and tasks.

If the reading comprehension course is handled with the guidelines provided in the **Teacher's Manual**, it should provide the course with the following characteristics:

- Engage the **student's interest** by stimulating them to discover the meaning of the language they are exposed to and to **think critically** about the information the language is expressing.

- Provide a solid basis of **language practise** and reading comprehension exercises demanding continual active participation through interactive activities like group work.

- Be **relevant** to the learner's study purposes and work needs. By exposing students to a wide range of topics and concentrating on skills of general study relevance, the section is preparing students to cope with reading demands both as students and as professional people with a normal range of interests. This means that students, by acquiring reading comprehension skills, will be able to dispense with rote learning of passages and essays not only for their English courses, but also for subjects they study in English and instead become efficient readers.

UNIT I

Variations in Reading Speed

I.A Improving Reading Speed

The main goal of the reading course is to train students to **read efficiently** and to read at an **appropriate speed.** An efficient reader reads quickly enough so that he is processing a stream of meaning not of individual words, but slowly enough so that he is not missing important information. To become fluent readers, students must acquire the skill of reading whole word groups and whole sentences in English and of holding material in their memory over larger and larger sections as they move on with the developing thought.

This involves taking in **whole chunks of text** in a series of short jerky movements called **saccades.** The better readers we are the less we actually see the print on the page. As we read, we make **predictions** based upon one's expectations of the text. A good reader is the reader who can make maximum use of redundancy. If, as we read, one's predictions are confirmed, we continue to read and to comprehend. If they do not, if the text stops making sense, then we are forced to retrace our mental steps until it begins to make sense again.

To make sense of a text, beginners must, of course, depend more extensively than fluent readers do on the visual information provided by the print, like **layout** (title or heading, paragraphs, etc.). As you become more familiar with both the language and the conventions of the printed page, you put that knowledge to use in predicting and confirming the meanings of the texts that you have chosen to read.

Problems of Reading Slowly

The problem of reading so slowly that comprehension is impeded has a basic cause. The not-yet-proficient reader tends to **subvocalize** what he reads. That is to say, instead of following a direct process of meaning extraction, he is adding an intermediate step wherein he is saying what he reads to himself. In other words, the inefficient reading is following a more roundabout process.

graphic code	pronunciation	decoding	meaning

rather than

graphic code	decoding	meaning

(Goodman: 1967)

Two Corrective Strategies

Minimizing the pronunciation stage, then, becomes a basic part of encouraging reading efficiency. Some strategies are suggested here for which suitable activities are included in this section:

1. Try not to read aloud and remember that reading is a silent activity.

2. Develop word-recognition skills and train yourself to read in phrases rather than word by word.

Reading class time should be devoted to the silent practise of reading skills in intensive exercises. Students should be able to break passages up into **meaning units** and always try and focus only once per meaning unit.

Improving reading speed with timed tasks

One of the most common ways of increasing reading speed is to read passages and time yourself. A table (see below) taking the length of the text and the reading time into account will tell you what your reading speed is and will make it easier for you to try and read a little faster every time. Also attempt comprehension questions at the end, so that you know that reading speed is not developed at the expense of comprehension.

Most of the activities in this course can therefore be used with faster reading in mind. The students should keep a record of their results, showing their progress.

Table: (adapted from: A.I.O.U.1974)

* Scale of speeds in words per minute.

170	-	200	Slow
200	-	250	Average
250	-	300	Above average
300	-	400	Fast
400	-	above	very fast.

* (for readers whose first language is English)

Note the time when you start reading the passage and again the time when you have completed reading the passage. Next, do the comprehension exercises at the end, then calculate your reading time in seconds. The reading speed in words per minute can be obtained according to this formula.

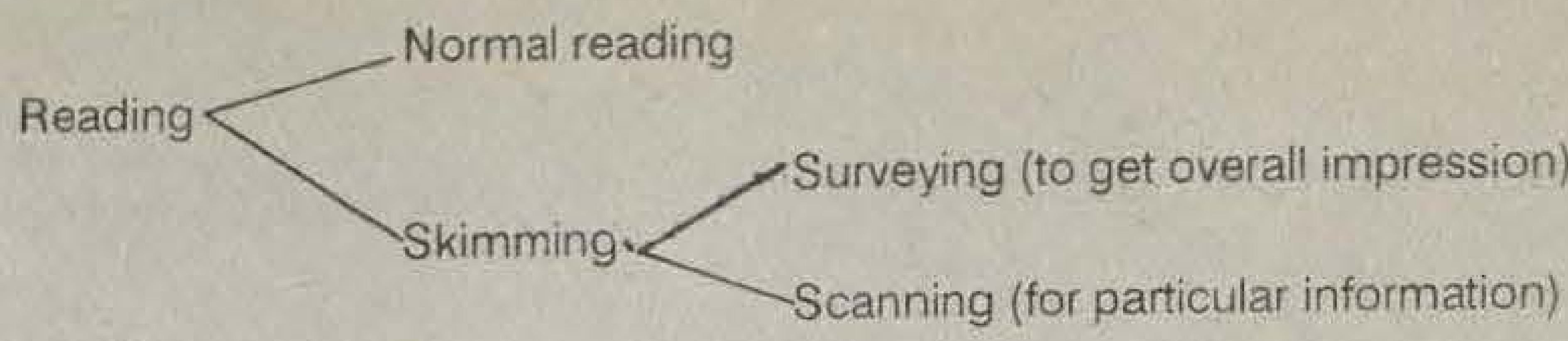
$$\frac{60 \times \text{total No. of words}}{\text{The time in seconds}}$$

eg. a 1000 word passage is read in 2 minutes and 30 seconds. The reading speed is:

$$\frac{60 \times 1000}{150} = 400 \text{ w.p.m.}$$

Skimming to Scanning

Both surveying and scanning are forms of skimming, by which we mean that you don't read every word.



Skimming

If you want to find information quickly, see what a text is about, check if it will give you the information you need or simply find out if it is interesting, then you will have to skim it. Skimming is a way of reading text quickly to get a general understanding. One of the easiest ways to skim-read is to look at the center section of a text and then to run your eyes down the center area, letting them move about over the page.

Remember

Skimming is not reading every word, but reading very quickly to get general ideas about a text. Skim-reading cannot replace careful reading.

Scanning

The technique of scanning involves **looking for specific information** that we wish to discover. This involves the ability to reject or pass over irrelevant information. Scanning also occurs when we go through a text very quickly to get an overall or initial impression of whether the text is interesting or suitable for a given purpose.

Surveying

The reader surveys a book, a long chapter, or any text to get the **general gist** of it. This helps him decide whether the text is of interest to him and whether to continue reading. To survey a book, the reader will generally look at the **'list of contents'** to see chapter headings etc. to get a general idea of the text. For chapters, it is a good idea to look at **first lines of a paragraph**, which in over seventy percent of non-fictional text, contains the **topic sentence,** and to read the **first and last paragraph** of a chapter, which may have a summary of the ideas developed in the text

I.B Skimming

In order to skim through a text quickly and efficiently one must know where to look for the main information.

Procedures for skimming or rapid reading:

How to Skim:

1. Read **titles, headings, subheadings** and any other **typographical indicators** of important ideas (such as word in italics or in darken print).

2. Does the **first paragraph** include a preview or an organizational structure for the information that is to follow ? If it does read it!

3. Read the **first sentences** of paragraphs.

4. Look at **illustrations** and read captions under pictures.

5. Note **numbers, dates** and **words** that seem to **standout.**

6. Note any **organizational or structural clue words,** such as first, second, in addition and finally.

I.C Scanning

Scanning a text or part(s) of a text for:

1. Specific information.
2. Specific parts of text.
3. Specific data recorded in non-verbal forms eg. diagrams, graphs, etc.

Procedure for Scanning:

1. Keep in mind only the **specific information** to be located.

2. Decide which **clues** will help to find the required information.

3. **Move your eyes** as **quickly** as possible down the page to find the clues

4. **Read the section** containing the clues to get the information.

The clues which help the reader to find the specific information may be a word or words, punctuation, alphabetical order, numbers etc.

It requires a great deal of practise to develop the scanning skill, which is to train your eyes to move rapidly, looking only for the clues in order to obtain information quickly. It is suggested therefore that students use this technique randomly throughout the course.

UNIT IA

Improving Reading Speed

Activities

Word Recognition Exercise: Same Words

Activity I

Directions: Read text 1 as quickly as possible. Mark all the words in a line that are the same as the key word. The first one has been done for you.

Text 1

Spoon	soon	spill	<u>spoon</u>	spoons	snoop
throw	threw	three	through	throw	though
exact	extra	actual	exact	exam	exact
report	report	reprint	reporter	transport	porter
quite	quit	quite	quiet	quiet	quite
peace	pea	peas	piece	peace	pence
receive	believe	recent	relive	receive	receipt
cream	dream	come	crack	creep	cream
quick	quick	quit	quite	quick	queen
friend	free	friend	friendly	freed	fried
reach	rich	race	read	rail	reach
plane	plane	plan	pain	plain	plane
tried	tied	lied	tried	tree	dried
lead	lead	led	leave	left	lead
heard	head	herd	beard	hear	heard
space	spell	spread	slice	space	space
hope	hop	home	hole	hope	hop
some	some	sum	sold	smell	some
progress	precess	congress	progress	recess	program

Activity 2

Word-Recognition Exercise: Synonyms

Directions: Read text 2 as quickly as possible. Mark all the words in a line that are the same or a similar meaning as the key word. The first one has been done for you.

Text 2

happy	<u>glad</u>	angry	hungry	content	pretty
wealthy	healthy	happy	rich	tall	foreign
quick	fast	quiet	rapid	small	shy
silent	smiling	dangerous	quiet	interesting	short
relax	rest	work	receive	return	finish
smart	small	intelligent	strong	blind	
honest	lucky	clever	truthful	well-educated	

finish	sign	end	allow	find	share
work	function	walk	labor	believe	write
thin	tall	clean	round	easy	slender
begin	start	believe	gain	earn	commence
bag	cap	hat	half	shoe	sack
return	come back	get up	go back	pick up	give back
busy	fat	active	sad	occupied	worried
sick	ill	fast	sore	angry	lazy
pretty	beautiful	lovely	smelly	rich	poor
hit	walk	climb	beat	throw	catch
trip	voyage	place	troup	route	tour

Activity 3

Word-Recognition Exercise: Antonyms

Directions: Read text 3 as quickly as possible. Mark all the words in a line that have meanings which are the opposite of that of the key word. The first one has been done for you.

Text 3

sweet	good	sour	tall	short	open
climb	march	fall	shave	sing	read
cheap	small	bright	natural	cheery	expensive
straight	long	short	crooked	pretty	curly
fall	feel	help	hurt	love	rise
lazy	honest	brave	truthful	large	hard-working
clever	plain	elegant	stupid	close	square
clean	covered	serious	dirty	relaxed	clear
pick up	drop	collect	dance	speak	listen
laugh	shout	cry	plan	ruin	run
fast	long	narrow	boring	helpful	slow
shout	play	cry	laugh	jump	whisper
sad	fat	slow	real	happy	glad
peace	house	war	home	soldier	place
large	tall	round	little	small	tiny
sit down	fall over	get up	go down	stand up	pick up
forget	put	set	wear	understand	remember
love	like	laugh	hate	hurt	heat
asleep	sleepy	tired	awake	over	under

Activity 4

Word-Recognition: Related Words

Directions: Read text 4 as quickly as possible. Mark all the words in a line that are not in any way related to the key word. The first one has been done for you.

Text 4

bed	sleep	sick	tired	bedroom	milk
school	pupils	dogs	teachers	boats	chalk
tree	plant	leaves	fruit	clothes	birds
teach	learn	study	speak	hate	run
travel	ship	plane	hotel	finger	lunch
glass	window	drink	break	jump	clear
nurse	sick	sky	hospital	plain	help
candy	sweet	chocolate	happy	sick	fall
fire	poor	hot	burn	bright	flower
king	queen	play	rule	palace	game
race	slow	fast	run	write	swim
money	farm	earn	spend	waste	paper
water	drink	wash	burn	swim	see
farmer	city	land	plant	moon	rain
mail	chicken	letter	card	carry	deliver
friend	love	bird	like	help	kick
baby	tiny	cry	milk	beach	mother
wind	cat	blow	cold	breeze	kite

Activity 5

Phrase-Recognition Exercise: Same or Different

Directions: Read text 5 as quickly as possible. If the two phrases you read are the same, underline the second phrase. If they are different, do nothing. The first one have been done for you.

Text 5

in a day	in the day	can't do it	can't do it
up a tree	up a tree	who is over there	who is over here
ran up it	ran it up	running quickly	running quickly
picked on him	picked him up	see the girl	see a girl
all night long	all night long	walked in	walked it
read silently	read it silently	house of the family	house on the family
after you finish	after you finished	a tall tree	a tall tree
tall and handsome	tall, handsome	by the sea	by a sea
I'll help	I will help	sell it to them	sell them it

(adapted from Witte: 1985)

Activity 6

The following exercise should be done as quickly as possible and timed.

a. Underline the word which is the **same** as the first one given.

cat	cab	told	bold
	cut		told
	cap		hold
	cat		bolt

b. Here is a series of two expressions. They are sometimes the same and sometimes different. Go through the list and when the expressions are different, underline the word that **differs** in the second expression.

cat nap	cat nap
well paid	well said
old looking	cold looking
one-way	one day
happy few	happy few
self-taught	self-caught

he's bound to see the lamp	he's bound to see the lamb
Can you heat the tin?	Can you hit the tin?
they pricked my fingers	they pricked my fingers
you startled the party	you started the party

c. Decide whether the following words have **similar** or **different** meanings.

cry	weep
laugh	whisper
finish	stop
help	assist
avoid	warn
menace	threaten

d. Find the word which means the **same** thing as the first word mentioned.

wood	oak	
tree	snatch	
forest	leave	
land	give	
grab	hold	

e. Some of the following sentences contain a **mistake.** When this is the case, underline the word which should be changed.

- If you want to sew this dress you'll need some soap and a needle.
- Developing countries often lack badly-trained teachers.
- If you get lost in the jungle, you should always try to follow a river: it will lead you back to the wilderness.

Activity 7

Here is a simple scanning exercise, but you must do it quickly. In each line of words below, one word is printed on the left hand side of the vertical dividing line, and the same word is repeated on the right hand side. Your task is to scan for the repeated word and underline it. The first one is done for you. You have 15 seconds to finish the activity.

newspaper/journal periodical magazine <u>newspaper</u> review bulletin
geology/geometry psychology physics logic geography geology
anarchism/socialism conservatism Marxism liberalism anarchism capitalism
plumber/carpenter stonemason plumber glazier welder miller
sheikh/kind shah emperor prince czar sheikh
astronomy/astrology astrophysics cosmology astronomy astronomer meteorologist
linen/cotton linen muslin denim chiffon satin
sapphire/diamond ruby sapphire emerald jade topaz
cobra/cobra adder mamba boa python viper
Indian/Iranian Icelandic Iraqui Irish Italian Indian

Surveying a chapter using first lines of paragraphs

Just as it is a good idea to survey a book, the same thing applies to a chapter or larger passage in a book. It is obvious that the one which deals with a topic we are very familiar with should be quicker to read and must be easier to understand. But what if the topic is unfamiliar? By quickly surveying the chapter, we can make ourselves familiar with its general drift. This means that we can then read it more efficiently..

Activity 8

Before the chapter (text 6) begins, you will see one-sentence summaries of what the chapter is all about. Read through them. Then survey the chapter by reading the first sentence in each paragraph only. To help you these sentences have been printed in **italics.** Then, go back to the summaries; which is the correct one?

Summary 1. This chapter is mainly about all the different races of people we find on the surface of the earth.

Summary 2. This chapter is mainly about the different uses that the surface of the earth can be put to.

Summary 3. This chapter is mainly about various ways in which rocks on the earth's surface are broken up by natural forces.

Summary 4. This chapter is mainly about how slowly the earth's surface is changing.

Text 6

The surface of the earth

To most of us the face of the earth-with its mountains, rivers, plains, and seas-does not seem to change at all. But if we happen to live in certain places, perhaps near an active volcano, or a powerful, swift-flowing river, or on the coast, we may be able to see some change taking place-the river changing its course, or the sea wearing down parts of the cliffs. In fact, these changes are going on all the time, but usually so slowly that there is hardly anything that can be measured in a man's lifetime, But a man's lifetime is so short that it hardly counts in the history of the earth. If a valley becomes deeper by only one inch each 100 years, it will have deepened by about 500 feet in 500, 000 years, and even that is only a comparatively short time in the whole life of the earth.

Running water, glaciers, the wind, the waves and currents of the seas, heat and cold, and plants have all been working together for millions of years changing the face of the earth. Changes begin with the breaking up of rock into pieces that can be moved. Rock becomes broken up either by force of one kind or another, or by being rotted by chemicals dissolved in rain-water, or in streams and rivers. When rock has been cracked or broken by force it is more easily rotted by chemical action, and rock that has been rotted is more easily broken by force.

All rocks cannot be broken equally easily by force since they are made of different materials and in different ways. Some began to break up deep underground: they were cracked and splintered as they cooled or as they were twisted and pushed by the forces which shaped the mountains. Those that were made in layers break most easily between the layers where they are weakest. Natural forces that break up rock masses use such cracks and lines of weakness.

Tiny plants may root themselves in the cracks of rocks, and as they grow, their roots grow too and push and push, opening the crack, and in time even

splitting the rock. Water and frost are powerful rock splitters. Water may freeze in a crack and, as water expands when it turns into ice, the ice presses on the crack and makes it bigger. Most swift-flowing streams carry downstream rocks and boulders, and as these are rolled and swung along by the water, they strike the rock in the stream banks and bed and break off pieces. Forest fires often waken and crack rock, and rock can also be shattered by lightning.

These many ways of breaking up rock go on everywhere in the world. They work most quickly in place where the rocks have cracks and weaknesses, where there are many trees and plants with strong, pushing roots, and in cold climates where there is frequent freezing and thawing.

Rocks are broken up by chemical action fastest in rainy places in hot climates, for the chemicals dissolve in rain-water and they act more quickly in warm weather. Rocks made of hard material closely packed do not break up so easily since there are no cracks through which water can enter; but porous rocks, which allow water to pass through, break up more easily.

Breaking up of rocks by chemical action goes on underground as well as on the surface of the earth. Great tunnels, galleries, and caves have been worn away in limestone rocks by underground water, and sometimes the roofs of these tunnels have fallen in, making gorges.

(From **The Earth** by Jean Petrie)

Now check your answer by reading all of the passages through again quickly. Time yourself and check your reading speed against the table in the introduction.

Note down:

starting time
finishing time
reading time (mins and secs, to the nearest 10 secs)
reading speed

Did you get it right ? You should have found that your survey helped you to read the complete chapter more efficiently.

Activity 9

This activity is similar to the one before. This time the chapter heading is "Terrible Winds". Which **two** of the following **four topics** are dealt with at greatest length in the chapter? (Text 7)

a. Gales
b. Thunderstorms
c. Tornadoes
d. Hurricanes

Text 7
Terrible winds

(From **The Earth** by Jean Petrie)

Sometimes winds move in violent storms which do a great deal of damage and are so strong that they are terrifying. These storms happen when a mass of hot air meets a mass of cold air.

Winds are measured by the speed per hour in which they travel. They are called gales when they are strong enough to uproot trees and blow down chimneys, and at sea to whipup high waves with long waves with long crests that curl over and break in great patches of foam. Gale-force winds have a speed of over 39 miles per hour, and often the strongest gusts reach a speed of 80 to 100 m.p.h. In Britain, gales are sometimes part of the changing weather that we get when air of very low pressure, called a deep depression, moves eastwards from the north Atlantic Oceans.

Thunderstorms happen when hot, damp air rises from the ground and meets cold air. As it mixes with colder air, there are very violent upcurrents and down currents and swirling eddies of air, and great clouds form. Air pilots caught in thunderclouds have described how they have met gusts so strong that their aircraft have been hurled about and severely damaged. The lightning flashes which accompany thunderstorms are enormous sparks caused by electric charges in the air. They have such great heat that the air they touch expands violently, making the sound we call thunder.

Gales and thunderstorms happen all over the world. Tornadoes, waterspouts and hurricanes happen only in certain areas.

Tornadoes happen in the tropics over land, especially over the southern states of the U.S.A., and also over south-eastern Australia and north west India. A tornado is a very violent windstorm, in which the air whirls rapidly upwards in a grayish funnel-shaped cloud, with its tip near the ground. It twists and sways in the sky like a diving thing and moves in a straight line over the countryside at about 6 to 30 m.p.h. No-one knows exactly what starts a tornado, but it certainly happens when extremely hot, moist air meets cold, dry air. When two kinds of air try to pass each other they get locked together, and the hot air spirals upwards more and more quickly until it may be whirling round at between 400 and 500 m.p.h.

Tornadoes do a vast amount of damage, even though they seldom last for more than an hour or two. The speed of the whirling air makes quite small things such as grains of sand into dangerous weapons. Once in America a corn cob picked up by a tornado was shot through a horse's skull and killed the horse. The hot air spiralling upwards sucks up everything in its path, rather as a vacuum cleaner does. Tornadoes have been known to tear steel bridges from their foundations, to uproot large trees, and to lift trains off their lines. People and animals have been lifted and carried some distance; a horse, for example, was once picked up, carried 2 miles, and put down again unhurt. Queer things happen, such as corks flying out of bottles and closed boxes and houses exploding as the air within them rushes out with great violence.

A waterspout is a tornado that happens over sea. The whirling air sucks up water, and the waterspout moves along with a hissing, roaring, crashing noise whirling column sparkle. When a waterspout passes from sea to land it becomes a tornado.

Hurricanes are even more terrible than tornadoes. Nowhere are they more terrible and more frequent than in the West Indies, and the name 'hurricane' comes from the name of the West Indian god of storms, Hunraken. They are called tropical cyclones in India, typhoons in China and Japan, and willy-willies in northern Australia.

Hurricanes begin over tropical oceans in late summer. Hot, moist air rises as if in a chimney, perhaps over a tropical islet. It gets pulled by the turning of the Earth into a whirling movement, faster and faster until it is like an enormous thick gramophone record of air whirling madly round as it moves across the sea at between 12 and 24 m.p.h. It may be anything between 50 and 500 miles across, and it may be whirling round at speeds of up to 250 m.p.h. Many hurricanes never reach land but die out over the tropical oceans, having perhaps moved as much as 1,800 miles during their life of 9 to 25 days. Those that reach land die swiftly, for they need the heat and moisture of ocean air. But before dying they cause terrible destruction. They flatten trees and buildings, flood everything with the torrential rain they bring with them, and sometimes create enormous waves which sweep inland oversea walls and harbors. In a terrible typhoon in Japan in 1934, over 4,000 people were killed and ships were lifted over sea walls into the streets.

Now people usually get warning by wireless that a hurricane is moving in their direction, and they can take refuge from it in shelters. Hurricanes are given names, always feminine ones such as Betty or Alice. The specially built first of the season is given a name beginning with 'A', the second with 'B', and so on. Hurricanes in some years have reached Janey or Katy.

Now check if your answers were correct by reading quickly through the passage. Time yourself and check you reading speed against the table in the introduction.

Surveying a chapter using first and last paragraphs

Sometimes the first or last paragraph of a chapter may have special significance. The writer may state in the first paragraph what he intends to write about or he may summarise what he has been saying in the last paragraph. This is illustrated in the next activity.

Activity 10

The passage (text 8) is entitled 'Malaria - a new threat'. Immediately you will ask yourself the question: Why is malaria called a **new** threat ? It has been a threat to man for thousands of years. Have you any ideas to explain the title? Think about it.

Survey: Quickly read the **first sentence** of each paragraph and **all** of the last paragraph. Then see if you can answer this question:
Why does the writer call malaria a **new** threat?

Read: Now read quickly through the whole passage, and see whether you can answer the questions which come after it. Time yourself.

Note your starting time (for reading only).

Text 8

Malaria - a new threat

Malaria has been the scourge of humanity since the earliest times, and there are ominous signs that it is fighting back against Modern Science. The first great breakthrough in the treatment of malaria was the discovery by Sir Ronald Ross that the disease was transmitted by the female **Anopheles** mosquito. Giovanni Grassi worked out the life cycle of the human malaria parasite.

With the connection between malaria and the mosquito clearly established, steps could be taken to fight the disease.

One method was to attack the breeding places of the mosquito. It was known that mosquitoes laid their eggs in water. So, in malaria infested areas work was started on draining marshes, stagnant pools, and trying to ensure generally that there were no areas of water where mosquitoes could breed. Where areas of still water could not be drained, they were some times covered with oil or detergent, which made them unusable by the mosquitoes.

One of the more ingenious modern methods of preventing mosquitoes from multiplying is to introduce a different variety of mosquito into an area: when the two varieties mate, the females are infertile. This kind of 'biological engineering' has had some limited success in the field, but it is not always possible to reproduce laboratory conditions in real life. Since there are over 2,600 different kinds of mosquitoes, the research problems are enormous.

The most obvious and easiest method of prevention is to use wire screens and mosquito netting to prevent people being bitten. But this is obviously not of much use in poor areas, or when people are travelling about.

A more flexible method is to take protective drugs such as quinine. This drug was at one time extremely widely used, but during the Second World War most of the supply areas fell to the Japanese and alternative methods had to be found in the West. These drugs proved to be more effective in many ways, and the use of quinine tailed away. Recently, however, there have been indications that certain varieties of malaria germs are becoming resistant to the more modern drugs, and quinine is coming into use once more.

At one time, it seemed that insecticides, especially DDT, might wipe out malaria completely. One of the most successful DDT campaigns was carried out in India. in 1952, at the beginning of the campaign, seventy-five million Indians a year suffered from malaria. By 1965, the spraying of DDT had reduced the number of cases to 100,000.

However, as with the malaria germ and preventive drugs, there is evidence that mosquitoes are developing resistance to DDT. One of the reasons for this has been the initial success of the operation. People became careless. Also, owing to the fuel crisis, poorer countries found it impossible to maintain the eradication programme. The situation now is that malaria is staging a comeback, and there are new breeds which are resistant to DDT.

So we see that there are various methods of fighting malaria. They involve: preventing mosquitoes from breeding; preventing mosquitoes from having the opportunity to bite people; using protective drugs, and using insecticides. Dangerous new developments are that some malaria germs are developing a resistance to modern drugs, and the mosquitoes themselves are becoming resistant to insecticides.

Note your finishing time, reading time and reading speed. Check your reading speed.

(adapted from Wallace: 1980)

Answer these questions as quickly as you can. If you remember the answer, write it straight down. If you can't remember, find it quickly. (You can answer in a word or phrase.)

1. What two ways have been tried to prevent the mosquitoes from using their breeding grounds?
2. What ingenious modern method of 'biological engineering' has been used against the mosquito?
3. What three other methods against malaria are mentioned?
4. Which two methods are not as effective as they used to be?
5. Which paragraph sums up the main ideas of the passage ?

Unit I.B

Skimming

Activities

Activity 1

Read text 1 rapidly and match the extracts of newspaper articles with the headings by writing the number of the extract in each box.

Text I

(a) **Status quo and ruling class** ☐

(b) **Engineers' grievances** ☐

(c) **Torture** ☐

(d) **No posts after selection** ☐

(e) **"Senator"** ☐

1

STUCK in a traffic jam at the Metropole end of the Clifton bridge on the evening of Nov 21 was a white Nissan Sunny with unusual plates, both fore and aft. Instead of black registration numbers on a yellow background, as required by law, were red plates with raised brass lettering reading "Senator" and not a sign of a registration number anywhere. Inside were a driver, a young girl and an older woman.

We stuck to it, a friend and I, creeping after it, up to the Alliance Francaise where the girl got out.

And the offending honourable member of the honourable Upper House? Why, Senator Makhdoom Khaliquzzaman, scion of the House of Hala, member of the now ruling party! He should know better. His contempt for the law does not become him, nor does his supreme confidence in the pathetic state of our traffic police who he knows will not dare to challenge him.

4

AMNESTY International's findings on torture of suspects during interrogation beamed by BBC TV on Dec 7 is really shocking. Pakistan police was known for innovation; how come the Army has joined their ranks.

The Army should be taken away from policing duties fortwith, I suggest. The law and order situation is not expected to deteriorate any further, on the contrary this prestigious institution shall maintain its credibility which is now at stake.

3

MR Ayaz Amir has written an article true to its last note entitled, "The grand purpose of Pakistani politics," in your Nov 22 issue. I only hope that the President, Prime Minister, COAS, Chief Justice and all others who matter go through it word by word.

As pointed out by Mr Ayaz Amir the issues demanding immediate attention of the government are: education, corruption and population. All past governments and the present one have intentionally neglected the abovementioned areas because the survivalof the ruling class in Pakistan depends on status quo in these three sectors of our society. The ruling class has a very clear aim and that is to keep a tight grip over and exploit the masses as long as possible.

2

In the year 1992, Sindh Public Service Commission held an examination to select engineers for various departments, and those selected were sent for departmental training by their respective departments.

The training of the Irrigation and Power department being the longest, i.e., nine months, all others have been posted to different sub-divisions after completing their training.

But unfortunately, the training period of the irrigation department (mechanical side), which was already longer than that of other departments, has been further extended by six months, and may even be extended further. To compound the injury, 40 XENs and 10 engineers on deputation from other departments have also been posted to the irrigation department on ad hoc basis.

5

I wish to draw the kind attention of the honourable Prime Minister of Pakistan through your esteemed newspaper towards the following problem:

In February 1992, applications for recruitment in BPS-17 posts under the Federal government (a sensitive deptt.) were called through the press. The written test was held in August 1992 at various centres all over the country. According to one estimate approximately 10,000 candidates attempted the test. Interviews of the qualifiers were held in March 1993. Apparently, the selection procedure was fair and all rules/regulations were followed.

Activity 2

Use the data in the table (text 2) to answer the questions:

Text 2

Table of leisure activities by social class in the U.K., 1970.

Percentage

	Professional and managerial	Clerical	Skilled	Semi-skilled and unskilled	All
Proportion in each doing selected activity at least monthly in previous year:					
Home-Based activities					
Watching television	95	99	98	95	97
Gardening	70	62	66	50	64
Playing with children	59	63	66	59	62
Home decorations/repairs	52	55	56	45	53
Car cleaning	55	44	51	35	48
Playing an instrument	10	8	5	4	7
Total number of home-based activities engaged in at least monthly	5.7	5.9	5.2	4.2	5.3
Sporting activities					
Swimming	34	25	20	8	22
Fishing	9	3	9	5	8
Table tennis	10	10	4	2	6
Sailing	6	-	1	-	2
Total number of sporting activities engaged in at least monthly					
Active sports	1.1	0.8	0.6	0.3	0.7
Spectator sports	0.4	0.3	0.5	0.3	0.4
Other leisure activities					
Going for drive	62	51	62	49	58
Going to pub	51	42	54	58	52
Going for a walk	56	63	41	36	47
Going out for a meal	48	31	25	23	32
Attending church	22	20	12	7	15
Total number of activities engaged in at least monthly	3.5	3.3	2.8	2.5	3.0

(From *Facts in Focus* compiled by the Central Statistical Office)

Questions

1. What was the most popular activity among all social classes?
2. What was the most popular sporting activity?
3. What was the most popular leisure activity outside the home?
4. Comparing professional/managerial groups and skilled groups which activities were

   a) more popular with the professional/managerial groups?
   b) more popular with the skilled group?
   c) the same for both groups?

(adapted from Wallace: 1980)

Activity 3

The title, the first sentence and the first words of each paragraph of an article have been given below. They should be enough to give you an idea of the contents of the article. Tick the boxes corresponding to the points (text 3) mentioned.

Text 3

Nuclear cloud spreads

PENNSYLVANIA came close to a nuclear catastrophe yesterday as the nuclear power station at Harrisburg started releasing radio - active steam into the air.

It all began ________________

The probable cause ________________

As in the 1950 catastrophe in ________________

The situation today is still ________________

However ________________

Officials said ________________

This happened just as ________________

The new film describes ________________

Let us hope ________________

The article (text 3) tells us/mentions:

1	2	3	
☐	☐	☑	other catastrophes of that kind have happened before
☐	☐	☑	why this accident happened
☐	☐	☐	the danger is now over
☐	☐	☐	the opinion of the workers in the station
☐	☐	☑	the opinion of the authorities
☐	☐	☑	a description of the accident
☐	☐	☑	a film was made of this accident
☐	☑	☐	a film about a nuclear catastrophe has just come out
☐	☑	☐	it should be a warning to the governments
☑	☐	☐	it is the first incident of this kind
☑	☐	☑	the situation should improve soon
☑	☐	☐	what the other dangers of a nuclear station are

Note: 1 = No evidence, 2 = Perhaps, 3 = Yes

Activity 4

After reading each of the sentences in column I, look at column 2 and choose the sentence which you think is most likely to follow (the first column could be covered by a strip of paper while you are considering the possibilities in the second column).

Go on in the same way until you reach the end of text 4.

Text 4

Column 1	Column 2
The average person in the world now uses approximately 43.000 calories per day.	
	a) However, there are few 'average' people in the world. b) However, calories are essential to live. c) Some people may use more.
However, there are few 'average' people in the world.	
	a) Most people should use far less calories. b) The Egyptians, for instance consume 9.200 calories a day. c) Some people use far more energy than that, while most use far less.
Some people use far more energy than that, while most use far less.	
	a) An average citizen of the so-called 'developed' countries uses 136000 calories each day. b) The number should be much higher. c) But on the whole, everyone consumes far too many calories.
An average citizen of the so-called 'developed' countries uses 136000 calories each day.	
	a) In Japan, for instance, the average figure is 74000 calories per day. b) However, more than two - thirds of the world's people live in the 'developing' areas, where the average person uses only 8,200 calories of non - metabolic energy daily.
However, more than two-thirds of the world's people live in the 'developing' areas, where the average person uses only 8,200 calories of non - metabolic energy daily.	
	a) This is why it is so difficult to be an average person. b) This explains why one part of the world is much poorer than the other. c) Such vast differences are hard to comprehend.
Such vast difference are hard to comprehend.	

Activity 5

Read text 5 to match the headlines to the appropriate articles.

1. b
2. a
3. e
4. c
5. d

Note:

It might be useful to remember that:

a. one sentence usually sums up the gist of a paragraph and

b. this key sentence often (not always) appears at the beginning of each paragraph.

Text 5

a **Malaysia Airlines wins award**

b **Drought hits four million Chinese**

c **8 dacoities in a day**

d **Eight killed in coach-truck collision**

e **Loadshedding cut during Eid holidays**

1 The China Daily reported that about 14 million cattle lacked water, mainly in Gansu province.

'The shortage of water was so serious in arid areas in northwest Gansu province that many locals had to get water from far away,' the office was quoted as saying by the English-language daily.

2 The bronze medal for best special effects was awarded to BSB Kuala Lumpur for its Malaysia Airlines 'Vision' commercial. A finalist certificate was also awarded for best animation making vision the only Asian entry to be recognised in two categories.

BSB Worldwide is one of the largest marketing communication companies in the world with 178 offices in 56 countries and annual billings of US$5.1 billion.

3 electricity consumers.

According to the WAPDA sources, due to the restoration of thermal power units at Jamshoro, Guddu and Faisalabad, the supply position has been improved and the Prime Minister has issued a special directive to WAPDA to pass the benefit of this relief to the general consumers during the *Eid* holidays.

According to the resources relief has also been realised due to the closure of industrial units and offjces during the Eid holidays. However, the duration of loadshedding has not been announced till the filing of this report.

4 It is a strange coincidence that two of the dacoities took place at the same time, one in Muslim Town and the other in the jurisdiction of Mozang police station– the two police stations are headed by real brothers Maqsood Khan and Multan Khan respectively. It would be stretching the imagination too far but the police must be probing that the two dacoities might be committed by the family rivals who wanted to blot the record of the brothers.

5 Rawalpindi-Sialkot-bound Mazda flying coach No. RIR-8451 hit a Mandra-Rawalpindi-bound truck No. GLTA-2596 while in an attempt to take over other vehicles near Rawat Radio transmission. The driver of the truck, Muhammad Akram, in a bid to avoid accident turned his vehicle from the road but collided with a roadside tree and killed on the spot.

Five passengers of the flying coach including Yasin, his wife Kausar and son Razaq, Nawazish Khan, the conductor of the coach, and one unknown woman died on the spot while two others Nusrat Bibi and his son Anis breathed their last while on their way to hospital.

Pair work

Activity 6

Skim text 6 for about 20 seconds.

Text 6

NEARLY 200 ducks and swans on the main boating lake at Regents park, in London have been killed by an unidentified disease.

The park bird keeper found two dead water birds on Friday. Another 25 died on Saturday and 25 more on Sunday. On Monday the day's toll increased to 50 and by teatime yesterday another 90 birds had died, including wild ducks, moorthens, coots, and two swans.

The Department of the environment said there was no danger to the public or domestic animals. The main lake would be open to the public as usual for activities including boating.

Tests on the dead birds are being carried out at Regent is Park Zoo. The zoo said it would be known what was killing the birds, but they were being tested for botulism, a comparatively rare for of food poisoning.

Now close your book and try to write down as many things as you remember about the text, When you have done that, talk about the text with the person sitting next to you. Check the words you have written down and see if you can remember anything else. You will be surprised at how many words and pieces of information you have remembered and understood after just 20 seconds!

Activity 7

Look at these questions and then **skim** text 7 below to find the answers. You should try to do this exercise in about 60 seconds. The text is about an American writer, Paul Theroux.

a When was Paul Theroux born?
b Which university did he teach at?
c When was his book, **The Great Railway Bazaar,** published?
d Where does he live?
e How many years did he stay in **Africa?**

Activity 8

Skim text 8 on the following page and answer the questions. **Read the questions first**

Which texts would you read if you wanted information about

a Food and drink in Abu Dhabi, Dubai, and Sharjah. [6]

b The BBC computer. [5]

c The population of Hungary[ ]

d what to do if you lose your suitcase or luggage. [4]

e the rich and poor countries in the world. [4]

f BBC radio programmes in the United Kingdom. [7]

g a volcano in Krakatoa. [2]

h British Council libraries and British books. [5]

Write the number of the text in the box.

Text 7

Paul Theroux was born in Medford, Massachusetts, in 1941, and published his first novel, *Waldo* in 1967, He wrote his next three novels, *Fong and the Indians, Girls at Play* and *Jungle Lovers,* after a five-year stay in Africa. He subsequently taught at the University of Singapore, and during his three years there produced a collection of short stories, *Sinning with Annie,* and his highly praised novel *Saint Jack*. His other publications include. *The Black House* (1974), *The Consul's File (1977), Picture Palace 1978;* winner of the Whitbread Literary Award. *A Christmas Card* (1978), a short story illustrated by John Lawrence, and *the Old Patagonion Express* (1979),

Paul Theroux lives in London with his wife and two children.

Text 8

1

...e years now since the first report of the
...Commission laid out its proposals for a
...astic restructuring of relations between the rich
and poor nations of the world. The commission,
headed by the former West German Chancellor,
warned that if mankind was to survive there
would need to be a comprehensive re-ordering...
international priorities, including a ma...
transfer of wealth from the developed...
...eveloping world.

4

...cent of the population lives in the capital and the
...60 per cent in townships and villages. The population
...pest exceeded 1.9 million in 1964, while the number of inh-
...abitants of thirteen Hungarian towns exceeds 50,000 each.
The increase of the population has for the last few years (till
1962) shown a declining tendency (in 1962 the natural increase fall-
ing to one thousand inhabitants was only 2.1, in 1963 already 3.2).
On the other hand, the predictable average life-span is on the in-
crease: in 1920 it was 41 years for men, 43.1 years for women. To-
it is 65.2 years for men, 69.6 for women. (Another comp...
figure: In Hungary the ratio between males and females is...
1072.)

5

...ouncil has always been to provide British books and periodicals in countries where they are
...age people to buy and read them where they are. Its world-wide network of libraries adds up to...
...nce and information services in the world. British films and other audio-visual materials are stocked...
...information systems are being developed. In collaboration with the British book trade some 270 tours...
...are arranged each year and advice given to overseas customers on book selection. Advice and help are...
...ent of national library services and in the training of librarians.

6

...entiful and good. In winter a variety of local produce is on the
...et and has a steadying effect on prices, but in summer fruit and
...getables come by air or by refrigerated trucks. The food stores in
Abu Dhabi, Dubai and Sharjah are well stocked from world-wide
sources, though there may be intervals when a favourite brand is
unobtainable. Elsewhere, supplies may be limited. Cigarettes are chea...
but alcohol is about the same price as in the UK. In Abu Dhabi alco...
may only be purchased by persons holding permits issued by th...

2

...gust 26th and 27th 1883 there occurred
...of history's most terrifying and destructive
...lcanic eruptions. The island of Krakatoa, in
the straits between Java and Sumatra, blew up in
a series of massive explosions that were heard up
to 3,000 miles away. Tens of thousands of people
lost their lives as a result of the great sea waves
that followed, while the great plume of dust and
ashes drifted across the earth causing abnor...
sunsets as far away as North Ameri...
Europe.

7

...io provides listeners with four separate national channels, each of
...has a distinct character. Radio 1 provides a programme of 'pop' music,
...ile Radio 2 provides light music as well as being the principal channel for
the coverage of sport. Radio 3 provides continuous, mainly classical, music
(much of which is in stereo) and in the evening offers, in addition, adult
education programmes and works of artistic and intellectual interest. Radio 4
is the main speech programme, providing the principal news and informa...
service of the BBC; in addition it presents a wide range of drama, t...
entertainment programmes as well as broadcasts to schools.

3

...ck in 1981 that my company
...its supply of systems which
...d Atoms designed by a Cambridge
...pany called Acorn; to take in the Proton
...omputer which was adopted as the BBC
computer. We made that decision because we
wanted the colour, the high-resolution
graphics, the Econet network system, the
structured BBC Basic and the direct access to
6502 machine code programming that th...
machine appeared to offer. Nearly two
later, the number of BBCs repaired by ...
Computers is well into four figu...
mention the number supplied.

8

...ake ports, air and rail terminals you must
...your luggage and you are not allowed to leave it
...guarded. If you lose any of your luggage, enquire at once at
the Lost Property Office at the port or terminal. You can als...
...sk a policeman or an airport, railway or dock official to he...
...you.

(adapted from Forrester: 1984)

Activity 9

Here is an activity to help you read carefully.

Look at the square below (text 9). In it there are 10 hidden words connected with newspapers. One of them has been found for you. The words can be found by reading in straight lines. Look at the square very carefully and find the other 9 words.

Don't forget
the words can be in any direction

Here are the 10 words your are looking for:

press	advertisement
news	page
letters	headline
sport	journalist
photograph	report

Activity 9

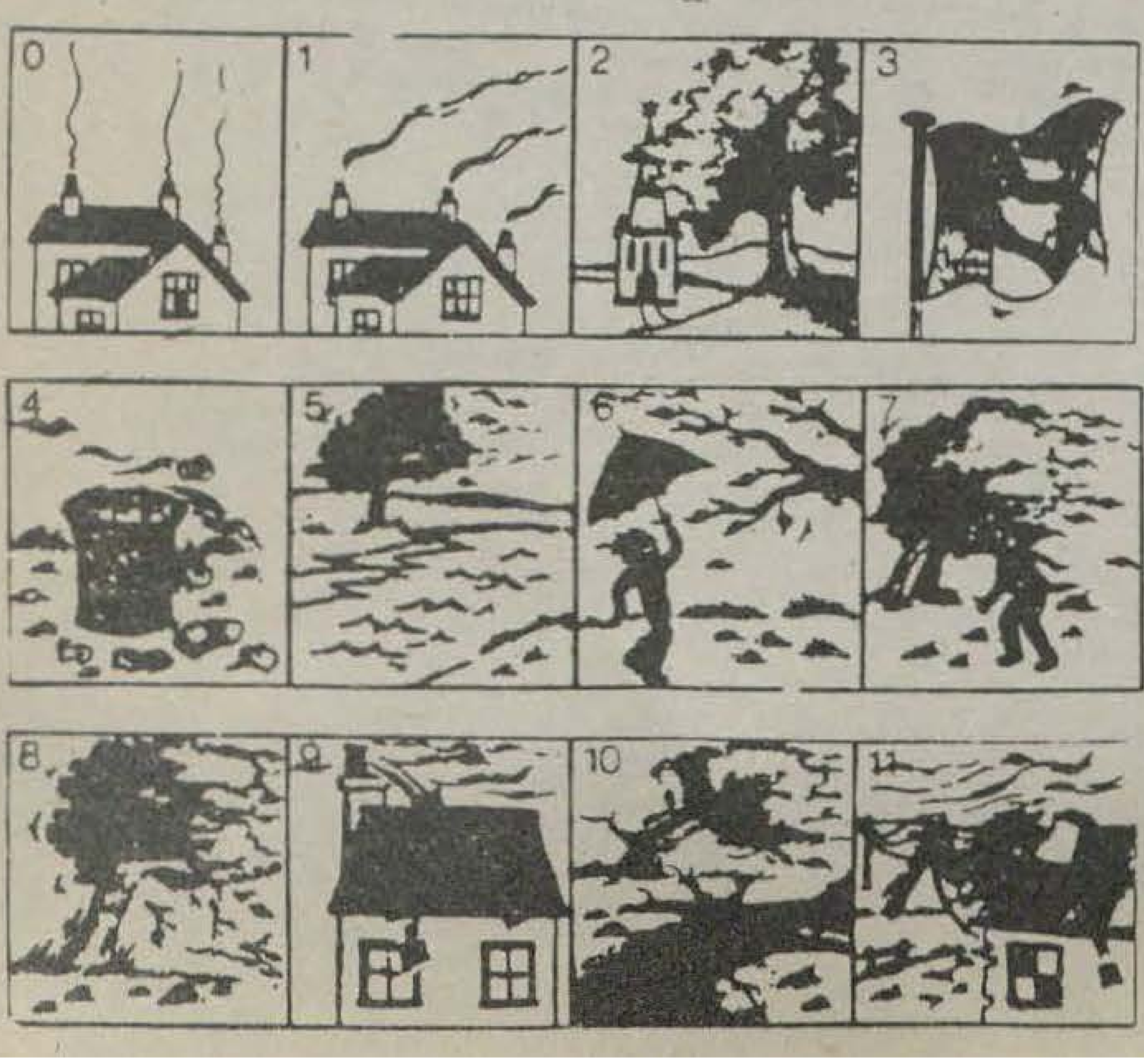
b	g	e	a	r	e	p	o	r	t	v
e	o	r	d	m	e	s	u	n	e	b
v	e	e	v	g	p	a	g	e	e	h
r	i	p	e	a	d	c	l	m	o	e
j	o	u	r	n	a	l	i	s	t	a
v	z	y	l	e	t	i	w	a	p	d
s	w	e	i	l	s	e	t	c	r	i
p	l	o	s	i	p	s	u	k	a	l
o	b	l	e	t	t	e	r	s	i	n
r	o	c	m	w	a	t	i	e	l	e
t	l	k	e	t	h	a	m	g	o	t
r	l	a	n	t	i	l	p	a	i	n
p	h	o	t	o	g	r	a	p	h	t

Activity 10

Here is a quick activity. Look at the pictures below showing the different kinds of wind. Wind is not measured in km hour but by using something called the. Beaufort Scale form 0-11. Each of the pictures show you what the different scales of wind are. Match the pictures to the descriptions (text 9) and complete this table.

> **Remember**
> Your don't need to understand all the words in A - L to be able to do this exercise.

Wind scale	Wind description
0	F
1	I
2	B
3	J
4	E
5	
6	K
7	L
8	
9	
10	D
11	A



Text 10

A

Storm
Very rare; widespread damage to buildings etc.

B

Fresh breeze
Small crested waves form on inland water; small trees sway

C

Fresh gale
Twigs break off trees; great difficulty in walking against the wind

D

Whole gale
Rare inland Trees uprooted; extensive damage to buildings

E

Moderate breeze
Wind raises dust and paper; small branches move

F

Calm
No wind. smoke rises vertically

G

Strong gale
Slight damage to buildings. Chimney pots and slates removed.

H

Light breeze
Leaves rustle; wind vanes are moved by wind.

I

Light air
Wind direction shown by smoke not by wind vanes

J

Gentle breeze
Wind extends a light flag; Leaves move all the time.

K

Strong breeze
Umbrellas are difficult to use; Large branches begin to move.

L

Moderate gale
Whole trees in motion; some difficulty in walking against the wind

(Forrester: 1980)

Pair work

Activity 11

Work in pairs. Look at the following words (text 11) and think of a story that might combine them all. Then reorder the words according to the order in which they appear in your story. You can use any form of the verb and not necessarily the - ing one.

Text 11

Examining	Sleeping	Rejecting
Rejoicing	Calling	Shutting up
Threatening	Plotting	Telling the truth
Eating	Fighting	Seizing

2 When you have decided upon a story, change partners and tell your story. Then listen to that of your partner. Ask each other as many questions as you can to learn further details or clarify some points.

Activity 12

You are skimming through an article in which most of the words are unknown to you. Here are the ones (text 12) you can understand, however:

Text 12

professor
Institute of Biochemistry
hard-working man
results of experiments
published
confession
invention
different results
fraud
regrets it

Can you guess, from these few words, if the article is about

- ☐ a well-known professor who has just published his confessions.
- ☐ a scientist who has admitted inventing the results of his experiments.
- ☐ a scientist who has killed himself because he couldn't get the same results as every body else.
- ☐ a scientist who regrets the publication of the results of his experiments.

Activity 13

Skim text 13 below by reading quickly only the title and the bold and underlined parts. This will give you an idea of what the text is about.

A brief history of the town of Reading

Text 13

Reading began as a settlement on some high ground where the River Kennet meets the Thames. Trade routes from north to south and east to west met here, and **in the 9th century** Reading became a commercial centre. A nunnery was founded in the town by Queen Elfrida in the 10th century, but was destroyed by the Danes in 1006.

Later in the 11th century Reading grew into a large and prosperous town. The Domesday Survey records that it had four mills and two fisheries owned by the king, and two mills and two fisheries owned by the Abbot of Battle. Today the name Battle is remembered in Battle Hospital and Battle School.

In 1121 Henry I founded Reading Abbey. It was to play an important part in the life of the town for the next 400 years. Reading Abbey was one of the largest in England, and was visited by thousands of pilgrims every year. But in 1539 the Abbot was hanged for refusing to hand over the abbey to King Henry VII, and after this the Abbey fell into ruins.

1) Read quickly through the whole text, and mark all the words that tell you when something happened, eg. **in the 9th century.** Some are already done for you.

2) You have already marked words that tell you when things happened. Now go through the text again and underline the words that tell you what happened at those times, eg **in the 9th** century Reading became a commercial centre. Some are already done for you.

3) Use everything in the text that is bold, (marked) or underlined to complete the summary table below.

Summary Table

WHEN?	WHAT HAPPENED?
in the 9th century	Reading became a commercial centre
in the 10th century	reading grew into large & prosperous town.
In 1006	the nunnery was destroyed by Danes
Later in the 11th century in 1539	

Activity 14

The European Economic Community

The European Economic Community (or EEC - usually known as The Common Market) was started in 1951. It is a group of European countries working together in agriculture, industry economics, etc. There are ten countries in the EEC at the moment - Germany, France, Belgium, Holland, Eire, United Kingdom, Italy, Luxembourg, Denmark and Greece.

Look at text 14 on the following page. Column 1 shows a small diagram and a subject. Column 2 is a paragraph about the subject and diagram. Column 3 continues the paragraph started in Column 2.

Look at the three columns of information about the European Economic Community (EEC).

To do this exercise, you don't need to understand every word you read. You do have to **skim** and **scan**-read and recognise words as they are repeated in each of the columns. Also, look at the punctuation (commas. full stops etc.) at the end of each paragraph in Column 2.

Using the information in the three columns on the next page to complete this table.

Column 1	Column 2	Column 3
1		
2		
3		
4		
5		
6		
7	10	24
8		
9		

1. Which paragraph do the following come from? **Scan** the paragraphs and find them.

   a. 'Monopolies - where a company kept a market for itself.'
   b. 'raise productivity and efficiency in farming.'
   c. 'all member states would charge a common external tariff.'
   d. 'details were not given in the Treaty'.
   e. 'guarantee farmers a reasonable standard of living'.
   f. 'goods crossing borders between member states'.

2. Here is one of the paragraphs. It contains 10 differences to the one in text 14. Read each word carefully and put a line under each difference.

"The member states agree to co-operate on there economic policies because, as their economies became linked in the common market. What happened in one economy was bound to effect the other."

3. Here are some words from the paragraphs in text 14. The order of the letters in each word has been jumbled. Find the words.

a	peuroe	europe
b	tropnsart	________
c	cemoonci	________
d	grefion	________
e	erutlucirga	________
f	munpoldyee	________

4. Here is a word from the paragraphs. What is the word? How many other words can you make from it ? You must use 'e' in every word you make. Can you make more than 12 words ?

a

g r

i c u

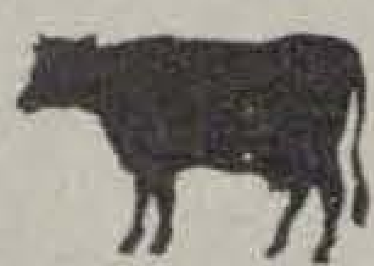
l t u v

e

Text 14

Column 1


Institutions
1


Agriculture
2


Economic affairs
3


Customs union
4


Labour mobility
5


Foreign affairs
6


General aims
7


Transport


Social affairs

Column 2

10. The men who signed the Treaty of Rome hoped that the establishment of the EEC would draw the peoples of Europe closer together. They also hoped it would bring economic growth, improvements in living and working conditions,

11. At the end of the 12 year transition period goods crossing borders between member states would no longer be subject to customs duties and other trade barriers. All goods could therefore move freely within the Community,

12. The Treaty said that by the end of the transition period, people from member states should be allowed to go and work anywhere in the EEC. Also, firms could set up business and professional people could offer their services,

13. The aims of the agricultural policy were to raise productivity and efficiency in farming, to guarantee farmers a reasonable standard of living, to ensure supplies to consumers at reasonable prices. This could be achieved by. ....

14. If there were to be free movements of goods. services and people in the market, there had to be a common transport policy. Details were not given in the Treaty. They were to be worked out by 1965. But the Treaty did lay down general.............

15. The member states also agreed to cooperate on their economic policies because, as their economies became linked in the Common Market, what happened in one economy was bound to affect the others,

16. This part of the Treaty was mainly concerned with encouraging the free movement of labour. But the Treaty also wanted to improve living and working conditions. It was also concerned with social security, industrial health and safety,

17. EEC foreign policy concerns both commerce and association. On commerce the Treaty stated that it is EEC policy to encourage the development of world trade by the lowering of tariff barriers. On association, the Treaty said that.....

18. The Treaty established the institutions which govern the EEC. The Commission sees that the Treaty and all new Community laws are carried out. The European Parliament and the Economic and Social Committee represent the ....

Column 3

19. .... non-member states could become associated with the Community. This applied in particular to the former colonies of member states. It meant that the exports of associates countries could enter the EEC duty free.

20. .... opinions of the peoples of the EEC. The Council is composed of ministers from the member states. They have the final say on what the EEC does. Finally, the Treaty established the Court of Justice which judges infringements of EEC law.

21. .... trades union rights, the problems of the unemployed, equal pay for women and paid holidays. The Commission encourages cooperation between the member states in these matters.

22. .... guidelines. All restrictions on the transport of goods were to be removed, and all rules to do with transport which favoured the companies of one member state over others were to be abolished.

23. Member states agreed to ensure that all companies in the nine countries would have an equal chance at selling goods throughout all the EEC countries. Monopolies-were a company kept a market for itself-- were illegal.

24. .... and help to the regions of the Community. Because all the policies of the Treaty could not be introduced at once, a transition period of 12 years was fixed. At the end of this time, the EEC had to be complete.

25. .... in any member state. Labour mobility (the free movement of people) was to be achieved by gradually ending all restrictions, so that for instance, work permits would no longer be needed.

26. .... any measures thought necessary. These would include price controls, loans and technical help to farmers, the retraining and early retirement of farmers subsidies and common export and import policies.

27. .... customs union also meant that at the end of the transition period, all member states would charge a common external tariff -- the same customs duties on imports from non - member countries.

(adapted from Forrester: 1984)

UNIT I C

Scanning

Activities

Activity 1

Study the advertisement (text 1) on the following page and answer the following questions:

1. What is the **new concept** that EFU is offering in this advertisement?

2. Does it charge an **extra premium** for their employee benefit?

3. If an employee of a company that has this insurance coverage falls critically unwell, what **benefits** will he or she enjoy?

4. Which **six major illneses** does this scheme cover ?

* kidney failure	* liver transplant
* paralysis	* heart attack
* breast cancer	* diabetes
* aids	* coronary artery bypass

5. To **whom** is the scheme addressed to?

   a) employers

   b) family members

   c) workers

6. What is the **slogan** of EFU?________________________________

Text 1

EFU's Critical Illness Cover can be a life-saver and a blessing for your workers.



- **Heart Attack**
- **Coronary Artery Bypass**
- **Cancer**
- **Stroke**
- **Kidney Failure**
- **Major Organ Transplant**

EFU Life is the first company in Pakistan to introduce a totally new concept in employee benefit– **The Critical Illness Cover.**

For a small extra premium, you can give your employees the security and peace of mind that if they fall victim to a range of critical illnesses, they have an employer and a company which is sensitive to their financial needs and supportive enough to meet the medical expenses involved.

EFU will help you provide this critical support.

efu

عافیت کا نشان

LIFE

A life - long friend

Activity 2

Study the advertisement (Text 2) on the following page to answer these questions:

1. Apple is the **name** of:

   a) an airconditioner

   b) a computer

   c) an electrical company

2. **Fill in the blanks** with appropriate words:

   The Apple_____________ is more _____________ than before. It is available in_____________ cities of Pakistan. Its head office is in _____________ Karachi.

3) The **new price** of the apple system are the following:

   a) Quadra 650* Rs.________________________

   b) LC III* Rs.________________________

   c) Quadra 800 *(Tower) Rs.________________

4) **Study** the following statements and mark whether True or False.

   a) The Apple computers have a micro processor. True/False.

   b) The LC 475* does not have a Memory/Hard Disk. True/False.

   c) The Color Classic w/monitor and Keyboard is equivalent to 486 Dx. True/False.

   d) The Display & Keyboard are sold separately. True/False._

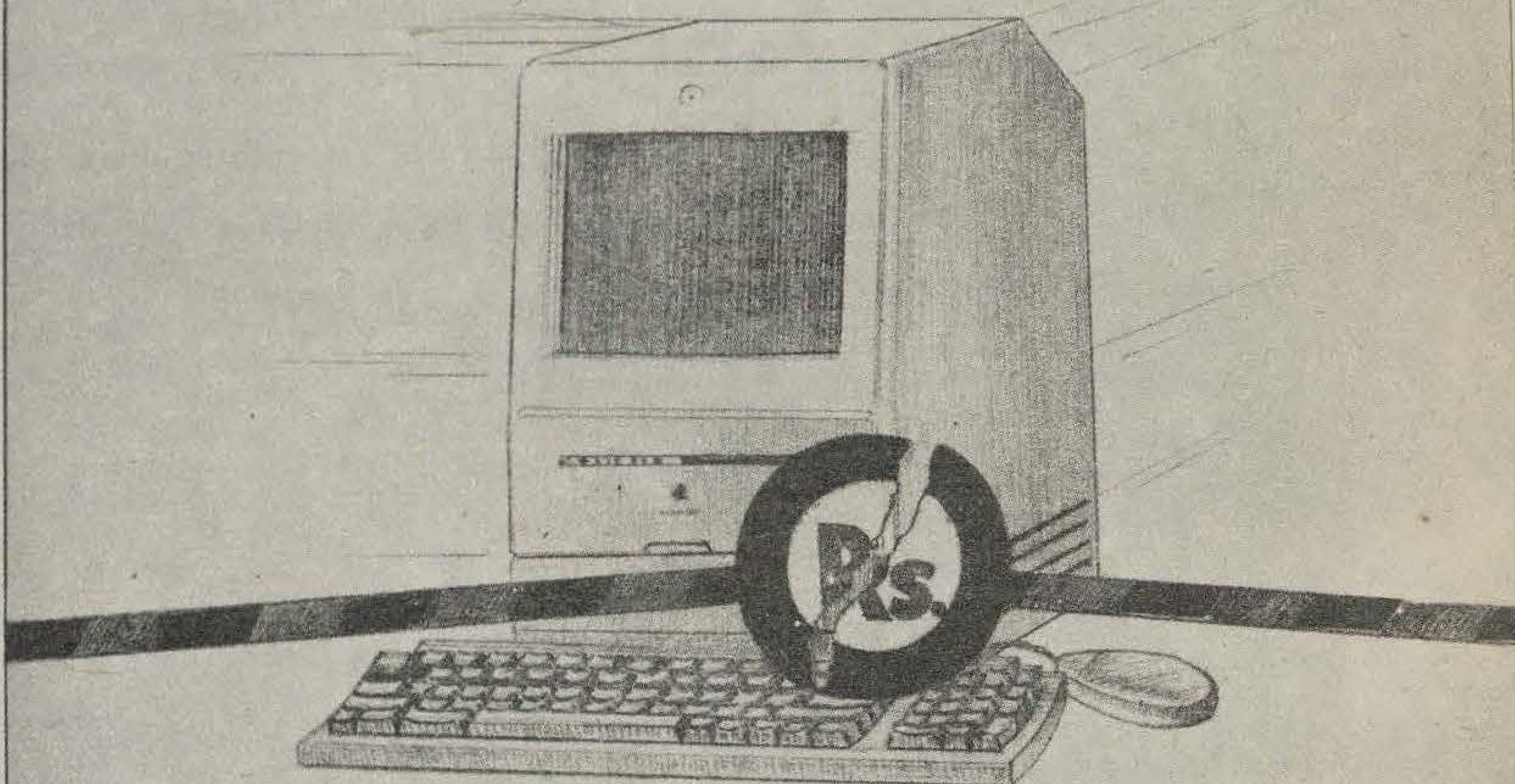
   e) A special discount is offered for educational institutions. True/False.

5) Discuss with your partner what the word **smashes** means in the advertisement. Try and guess the meaning from the context and tick a word from the iist that expresses it best.

   destroys
   shatters
   fractures
   breaks
   squeezes
   hits

Text 2

Apple Smashes the Price Barrier



The world's most respected personal computers are now more affordable than ever.

Apple System	Micro Processor	Equivalent to	Memory/ Hard Disk	New Price
Color Classic w/monitor & keyboard	68030 @16Mhz	386	4MB/80MB	Rs. 42,596
LC III*	68030 @25Mhz	486 SX @25Mhz	4MB/160MB	Rs. 39,930
LC 475*	68040 @25Mhz	486 DX	8MB/160MB	Rs. 58,910
Quadra 650*	68040 @33Mhz	486 DX @50Mhz	8MB/500MB W/CD-ROM	Rs. 147,142
Quadra 800* (Tower)	68040 @33Mhz	486 DX @50/66 Mhz	8MB/500MB	Rs. 160,072

* Display and Keyboard sold separately.
Special discount offered for educational institutions.

* All Apple products include networking, mouse, operating system with Graphical User Interface and microphone as standard built-in features.

The power to be your best.

Apple Authorized Dealers

KARACHI
Dadi Associates (Pvt) Ltd: 225612
KTF Systems: 4554331
Solutions Unlimited: 573674
QUETTA
Solutions Unlimited: 45554
BAHAWALPUR
Dynamic Color Lab: 4117
FAISALABAD
Pakistan Distributors (Pvt) Ltd: 718005

LAHORE
Beacon Computer Services: 5711202
Computational Mechanics Research: 7573264-5
Creative Computers (Pvt) Ltd: 874936
Hyper Technologies: 271551-2
Pakistan Distributors (Pvt) Ltd: 869971-2
Trade Impex (Pvt) Ltd: 875387
MULTAN
Dynamic Color Lab: 40747
Pakistan Distributors (Pvt) Ltd: 41832, 31137

ISLAMABAD
Creative Computers (Pvt) Ltd: 212458, 212310
Falcon Engineering: 253337, 250429
Media Link International (Pvt) Ltd: 211628
Pakistan Distributors (Pvt) Ltd: 212307
Time & Tune (Pvt) Ltd: 213208
PESHAWAR
Chaudhry Agencies (Pvt) Ltd: 40628
Pakistan Distributors (Pvt) Ltd: 241579

UDL COMPUTERS (PVT) LTD.
Head Office: Central Hotel,
Merewether Road, Karachi-75530.
Tel: 5688608, 5688066. Fax: 5682466.
Islamabad. Tel: 214418-9 Fax: 214095.
Lahore. Tel: 871714 Fax: 871714.
Multan. Tel: 524586.

Activity 3

Study the job advertisements (text 3) to answer these questions, by writing the number of the advertisements in each box.

a) Which two jobs require female workers only?

☐ ☐

b) Which job offers a pick and drop service? ☐.

c) Which job application requires a Rs. 150/- bank draft to accompany it? ☐

d) Which job requires the candidates to be below thirty years of age? ☐

e) Which job requires 10 years experience of heavy industry? ☐

f) Which job requires workers for a textile mill? ☐

g) Which job requires you to work in

Karachi ☐ ☐

Lahore ☐ ☐

Islamabad ☐

h) Which job requires MSc/BSc in Computer Sciences? ☐

i) Which job requires the bio-data package to sent to **Dawn** Karachi? ☐

2. Match the jobs (see advertisements) to the suitable candidates:

Candidate	Job	Adv No.
An MA/MSc. female of 45 years with 10 years teaching experience	Reception Executive	1
An Engineering graduate with 8 years experience of heavy industry	Vice Principal	4
A female graduate with good command of spoken English and Urdu, with 2 years experience of a multinational company	Works Manager	2

Text 3

1

WANTED

RECEPTION EXECUTIVE

One of our clients, a prestigious multinational company, requires a female Reception Executive for its Head Office. She should:

- Be well groomed with a pleasant personality.
- Have previous experience of working in a multinational company environment.
- Be able to handle a busy PABX and Reception Desk efficiently.
- Preferably be a graduate with a good command of spoken English and Urdu.

The successful candidate will enjoy very pleasant working conditions, a 5-day work week and be provided a pick-up and drop facility.

The job offers a good salary package and fringe benefits which include provident fund, bonus, gratuity and medical facilities. Walk-in interviews will be held at the following address on March 19, 1994 between 9.00 a.m. and 1.00 p.m. Please bring along with you your hand-written application, educational certificates and copies of testimonials, etc.

MPL
Manhattan Pakistan (Private) Limited
Manhattan Centre 6A/45, DCHS
Dr. Mahmood Hussain Road, Karachi.
Tel:431029 - 440312 433471 441623

2

WANTED

WORKS MANAGER: Engineering Graduate with 7 to 10 years experience of heavy industry preferably as Incharge of a Cement Plant.

Salary & grade negotiable according to experience and qualification. Bio-Data with a recent passport size photograph and expected salary package be sent to Box No. [illegible] Karachi

3

WANTED

- ADMIN MANAGER
- ASST. ACCOUNTANT

FOR A TEXTILE MILL

Candidates should have a minimum 5 years experience in the relevant area. Selected candidates would be required to stay at the mills site around Lahore.

Applications should clearly mention the post applied for as well as minimum acceptable salary.

Apply along with a recent photograph and testimonials to: P.O.Box 3080, Gulberg III, Lahore.

4

LAHORE GARRISON EDUCATIONAL INSTITUTION

SITUATION VACANT

VICE PRINCIPAL FOR ARMY PUBLIC SCHOOL (GARRISON JUNIOR) LAHORE CANTT

Candidate fulfilling following terms and conditions may apply:-

1. Be a female and citizen of Pakistan.
2. MA/MSc. in School subjects and preferably BEd/MEd/MA(Edn).
3. Minimum 10 years teaching and administrative experience (Relaxable) in an English Medium Institution of repute. Be fluent in English.
4. Age between 40-50 years.
5. Grade-18 plus permissible allowances.
6. Application on plain paper with detailed bio-data and attested photo copies of testimonials alongwith a bank draft of Rs. 150/- should be submitted to the Chairman Lahore Garrison Institutions, Administrative Block, Garrison Academy Tufail Road, Lahore Cantt. by 25 March 94.
7. Date of interview will be intimated later. No TA/DA admissible.
8. Selected candidate will be required to take up the assignment within 15 days after selection.

5

REQUIRED

A Multinational Company wishes to induct, on contract basis, (likely to be made permanent) a dynamic and versatile individual for their Islamabad Office. The requirements to fulfill the above position are:

AGE: - Below 30

QUALIFICATION:
- M.Sc. (Computer Sciences, Statistics, Mathematics)
- B.Sc (Computer Sciences with 3 years experience)
- Command of both written and spoken English
- Good knowledge of Computer

The position is challenging and requires enthusiastic candidate. Successful candidate is offered an interesting and challenging environment/training programme.

If you fulfill the above requirements and have the skill and determination to be part of a successful multinational company, then please send your handwritten application with C.V. and recent photograph by 26th March, 1994 to:

The General Manager
P.O. Box 1129, Islamabad 44000

Activity 4

1) Read rapidly through text 4 **(A Brochure for Tourists)** to get an idea of the text, then answer these questions:

   a) What is the text about?
   b) From where has it been taken?

2) Read rapidly through the text and look for particular items of information.

   a) Who was the first conquerer of Punjab?
   b) Where is Pakistan situated?
   c) Where do Sindhi peasants live?
   d) Which province has a rugged terrain ?
   e) What does the word Punjab mean?
   f) What are the three principles on which the Pathan code is based?
   g) What does TDCP stand for?
   h) When did TDCP of Punjab start business?
   i) Where has TDCP established full fledged resorts ?
   r) Does TDCP provide transport facilities?

Text 4

A BROCHURE FOR TOURISTS

Introduction

Pakistan is unique! Situated in the heart of the South Asian sub-continent, it is an Islamic country with its own history and cultural heritage, fascinating in its own right. Pakistan was the site for one of the world's earliest human settlements, the great pre-historic Indus Valley Civilisation, the crucible of ancient empires, religions and cultures.

The land of Pakistan ranges from lofty mountains in the north, the Karakorams and the Himalayas, through dissected plateaux to the rich alluvial plains of the Punjab. Then follows the desolate barrenness of Baluchistan and the hot, dry desert of Sindh blending into miles and miles of golden beaches of the Mekran coast.

Pakistan is a tapestry of bright and dazzling oriental colours set against the sound of plodding camels, the clip clop of horse-drawn tongas and victories, the sputtering of auto-rickshaws and, above all, the call of the muezzin. The call to prayer, long and devout, emanates from loudspeakers jutting out of the minarets of mosques in towns and villages, five times a day, throughout the country. Out in the fields, a tractor will stop and a Pakistani farmer will spread his prayer mat on the ground facing Mecca and pay homage to his Maker.

In spring and summer, the pastoral nomads of Sindh and Baluchistan load up their camels and move to upland pastures. The women, unveiled and unselfconscious, trudge along carrying their babies on one arm while gracefully balancing their worldly possessions in large wicker baskets on their heads. In winter, they return to the desert where toddlers are taught to look after the family animals. Even in the cities people are almost contemptuous of time, refusing to be driven to a hectic way of life despite encroaching progress.

Pakistan has four provinces Sindh, Baluchistan, Punjab and the North West Frontier Province in addition to what are termed the Northern Areas.

Sindh

The region of Pakistan known as Sindh is dominated by the river whose name it shares; the city of Karachi, the principal port and commercial center; and the great Thar desert.

In the eastern desert, life is dictated by the peculiar environment and by seasonal migrations of the nomadic tribes from one brackish water hole to another.

The Muslim peasantry of Sindh do not live in old established villages, but in thousands of small hamlets and isolated huts scattered all over the Province. That does not mean to say that there are no cities or towns in Sindh. Hyderabad and Thatta are two of the oldest settlements in the sub-continent's history. Even in pre-historic times, a major center of the Indus Valley Civilisation flourished at Moenjodaro.

Baluchistan

Baluchistan Rugged, untamed, forbidding. Much of the 343,000 sq.km is high, barren plateau, containing only 3 million people, yet hidden in the stark mountains are valleys of indescribable beauty. Baluchistan has always been a mystery. It is a land to be explored by only the most intrepid of adventure seekers.

Life in Baluchistan continues to be nomadic with the tribes migrating to the hills in spring and summer with their cattle, goats, sheep, camels and horses and living out of tents, and returning to their winter quarters on the plains at the onset of the cold season.

Punjab

Punjab is derived from the words 'Punj' meaning five and 'ab' meaning water. It is a land where the rivers Jhehlum, Chenab, Ravi and Sutlej all flow south to join the Indus at Mithankot. Fertile and green, Punjab has traditionally been the granary for the rest of the country.

Politically and militarily, Punjab's history because of its location, has been a series of invasions. The first conqueror of the Punjab and also its first agriculturist is reputed to have been King Orisis of Egypt. Since then, the Babylonians, the Greeks, the Huns, the Ghaznavis, the Tartars, and the successive Muslim dynasties of Ghoris, Khiljis, Tughlaqs, Lodhis, Suris, and Moghuls, have left their mark on the Punjab. Punjab was ruled by the Sikhs until the British annexed it in 1849. Under the British, Punjab prospered with a network of railways and road.

But, it was during the reign of the Great Moghulas that Punjab had its **'Golden Age.'** Gigantic forts, splendid palaces, inspiring mosques and singular public buildings proliferated the length and breath of the land. Great and beautiful cities like Lahore, Rawalpindi, Bahawalpur and Multan emerged.

NWFP

The North West Frontier Province, the home of the swashbuckling Pathans. As the very name suggests, the land of the Pathans has been a frontier since history first recorded it. The land is harsh, the tribal structure complex and the history is both. It's a hardy man's life. The men walk around fully armed, not merely to hunt, but to protect themselves from their tribal enemies.

At the heart of the Pathan social structure is "the Pathan Code" or the "Way of the Pathans". This is based on three principles. "Badla" or revenge, regardless of the consequences. "Melmastia," hospitality and protection to anyone who takes shelter under a pathan roof, and "Nanawati" the right of anyone, even an enemy, to sanctuary.

Tourism Development Corporation of Punjab Ltd. (TDCP), a public limited company, commenced business in May, 1987. While the company was conceived to accelerate the pace of infrastructural development in the Punjab, it quickly launched a multisectoral attack on the decaying tourist industry in Pakistan. The management felt that while Pakistan had enough to offer tourists, infrastructural facilities like restaurants, road side cafes, motels and recreational resorts were sadly lacking. TDCP is actively engaged in developing new resorts as well as providing infrastructural facilities at places of archaeological and recreational interest.

In a continuing programme the company, to date, has been able to establish full-fledged resorts at Kallar Kahar, Lal Sohanra National Park, Bahawalpur, Changa Manga, Fort Munroe, Chattar Bagh and at many other places. Extensive road side facilities have been set up between Lahore and Murree, more would be set up soon at Sahiwal, Multan and Bahawalpur.

Apart from operating a luxury coach service the company can now cater for groups of all sizes with a fleet of luxury transport ranging from cars and vans to large buses.

Last but not least, the company is the standard bearer of traditional Pakistani hospitality a visitor to Pakistan is more than a tourist to us he is an honoured guest.

Welcome to Pakistan!

(Destination Pakistan: TDCP Ltd.)

Activity 5

1. Read rapidly through text 5 to answer these questions

   a. Which three wonders of the Punjab does the brochure refer to ?

      1. ____________________
      2. ____________________
      3. ____________________

   b. Which city is the land of the **mystics?**______________

   Locate the following information!

   a. Which place is known as the twin city of Moenjodero?
   ____

   b. Which city offers art galleries, museums, theaters and shopping plazas?____

   c. Which city has many tombs of saints and soofis ? ____________________

   d. When did Harappa city collapse? ____________________

3. Draw a line to match the dates with events and places

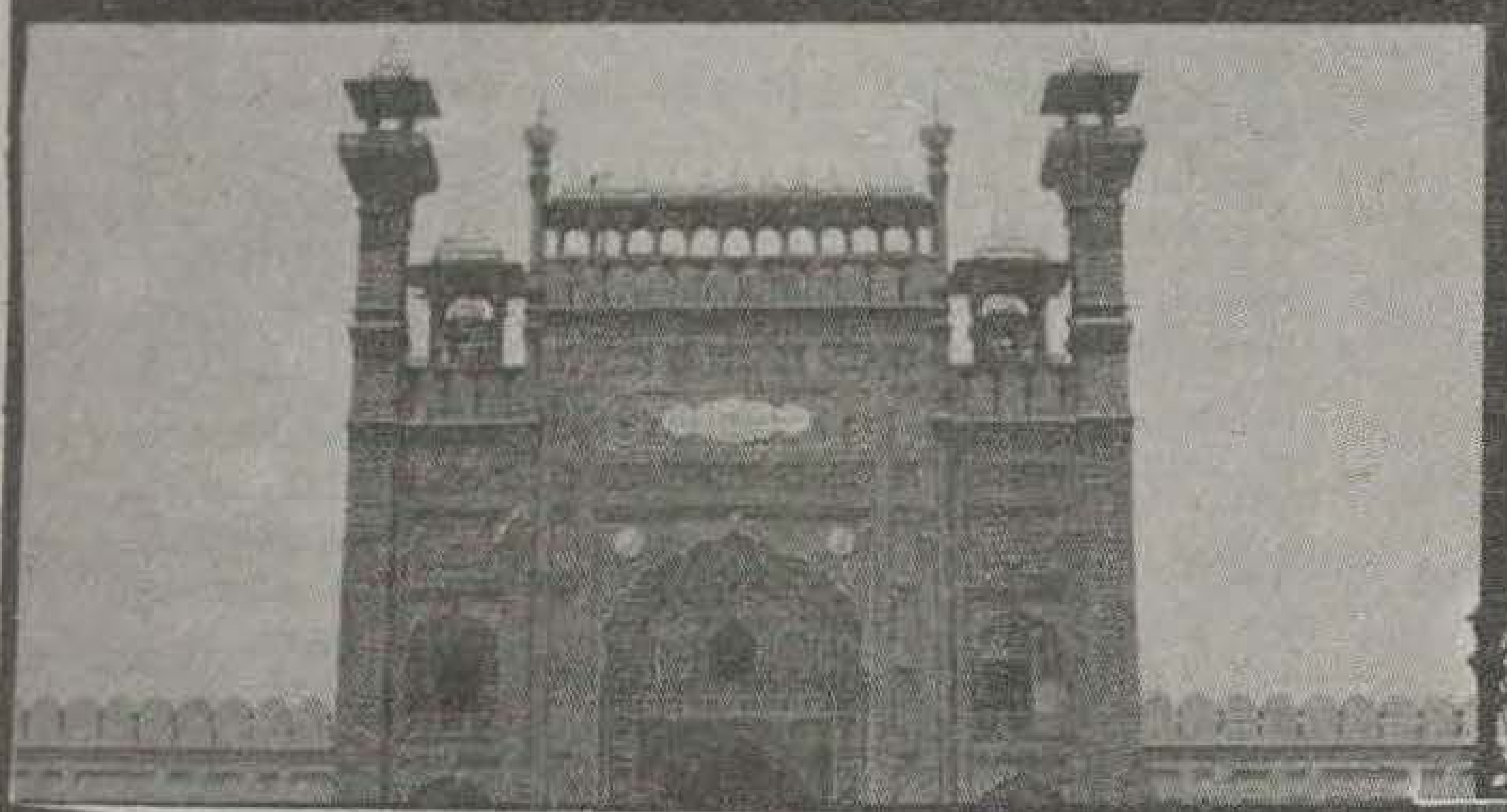
3000 BC 1021 AD 1849 - 1947 11th century	British reign Saint Shah Rukn-e-Alam Harappa Mahmud Ghaznavi.

4. Draw a line to match monuments and places.

Excavations Hussain Agahi bazaar Lahore fort Shams Tabrez Tollinton Market Shalimar Gardens Hazrat Bahuddin Zakria	Multan Harappa Lahore.

Text 5

Discover the Wonders of Punjab



Lahore
Bastion of the Mughal Spirit.

Lahore, a city rich with the imprints of time, is today a sprawling metropolis of the Punjab. Set like a verdant jewel in the heart of the province, it pulsates with life. It holds within it bustling bazaars, multi-faceted crowds, and bewitching colours.

If one were to go by legends, Lahore was founded by Loh, the son of Rama Chandra. However, the recorded history of Lahore dates back to 850 AD. Conquered by Mahmood Ghaznavi in 1021 AD, it was made the capital of the Ghaznavi dominion east of the Indus and later capital of the entire Ghaznavi empire by Masud, the son of Mahmood. It was then that Lahore became the centre of social, cultural and educational activities and continued to grow in stature, reaching the pinnacle of its glory under the Mughals who gave it its famous architecture, including the royal residency, gardens, tombs, mosques and pavilions.

Lahore owes much to the Mughal Princes, for it was here that Shah Jehan made the Shalimar Gardens, Aurangzeb constructed the world famous Badshahi Mosque, and it is here that the Emperor Jehangir and his beloved wife Nur Jehan are buried. The massively fortified walls of the Lahore fort speak eloquently of the days gone by. Its origin is not known. However, Mughal Emperor Akbar gave it a face-lift and made it one of the most splendid forts in the Sub-Continent. One can almost envision the royal Princes and Princesses moving within the calm splendour of its magnificent walls. The famous Anarkali bazaar (named after the legendary slave girl Anarkali) is almost adjacent to the historical Lahore Museum, whose collection of coins, crafts and relics unveil the secrets of centuries.

The British during their reign (1849-1947) combined Mughal, Gothic and Colonial architecture with Victorian style and made many historical buildings like the High Court, Government College, the Central Museum, National College of Arts, Montgomery Hall, Tollinton Market, the Punjab University and the Provincial Assembly.

But Lahore offers a great deal more than just monuments. A variety of art galleries, museums, theatres, and shopping arcades alongwith its lush gardens and fountains are as much part of the culture and activities of Lahore that go on at a breathtaking pace.

Cool, tree-lined avenues, lush green lawns, the serene drive down the canal, the parks, the fountains and the modern high-rise buildings add to the character and charm of a city



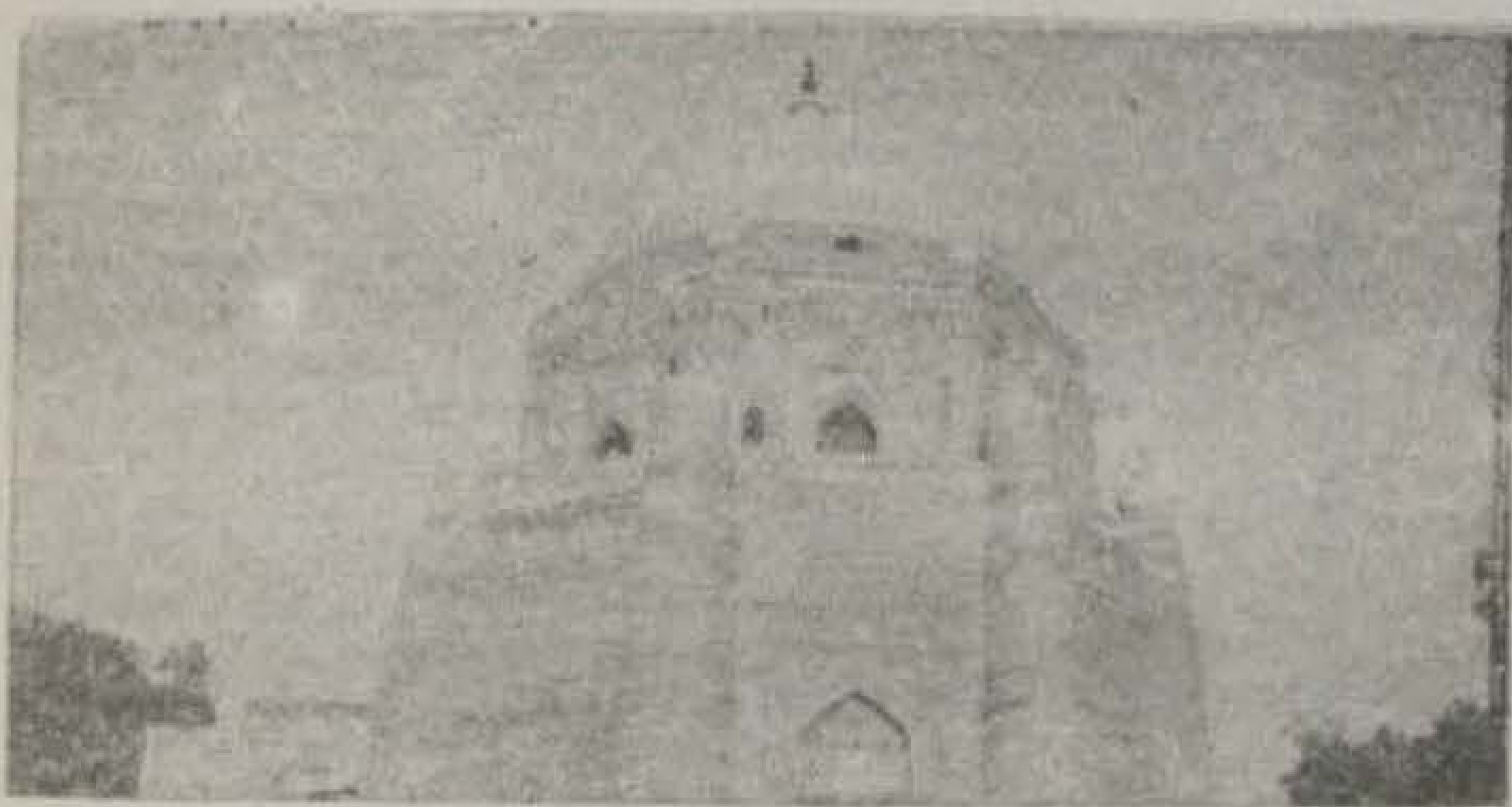
Harappa
Rediscovering history.

Excavations have proved that Harappa was once inhabited by nomadic tribes, around the year 3000 BC. The remains tell us of a prosperous society more concerned with the comforts of life. There is enough evidence, that it once traded with ancient Egypt. Harappa is also known as the twin city of Moenjodaro, which is considered to be one of the earliest and the most developed civilizations of the ancient world.

Harappa collapsed just as suddenly about one thousand years ago. The reasons for the demise of this unusual civilization are not understood. Although a number of human remains found at Harappa show signs of a violent end, they do not exist in great numbers to suggest a massacre.

We shall probably never know the answer, as all efforts to decipher the language of the ancient Indus Valley Civilization have proved fruitless. However, the aura of mystery and hidden secrets that hang over the ruins, add to their interest and romance. The ruins are 200 kms from Lahore, near

Text 5 (Contd.)



The Land of the Mystics.

About one hundred kilometres from Punjnad, where the mighty rivers of the Punjab meet, is Multan - a city that was born only a few hundred years after the Indus Valley Civilization died. It has endured into the twentieth century, with all its vitality and ancient wisdom.

Here, in Multan, are more tombs of saints and soofis gathered at one place than anywhere else in the World. The city is dominated by towering brick and marble shrines, in particular by its eleventh century Patron Saint Shah Rukn-e-Alam, and Hazrat Bahauddin Zikria, with many others such as Shams Tabrez. They are not only an object of veneration for the locals, but also for thousands of people who throng in massive numbers to these shrines, searching for spiritual enlightenment. In fact, the galaxy of mosques and mausoleums erected in Multan speak eloquently of the Muslim suzerainty, providing grandeur and sublimity to this great city.

Multan is probably the oldest surviving city in South West Asia. In fact, it is claimed that Rig Veda was written here, with its architects devising the perfect arch in building construction.

Multan flourished in the Mughal era, becoming famous for its musicians and for the skill of its craftsmen who perfected a special style of blue and white glazed tile work, and also delicate hand painted vases and plates, alongwith vitreous enamel, ornaments in silver, cotton and wooden crafts, silk fabrics and metal work.

Its Hussain Agahi bazaar ranks amongst the most fascinating bazaars in the world. Just off the main street of the bazaar, are tall houses of antiquity that throng together, their steep roofs and trellised wooden balconies almost touching above the narrow cobble stone lanes. It is as though one is transported suddenly back in time.

Multan is a complex and a multi-layered city that combines a strong and a fascinating flavour of age with a bustling modernism.

Multan. Truly a place where the two worlds meet.

Activity 6

1. Read rapidly through text 6 and answer the following questions:
   a. How many days do you need to complete the mountain safari?
   b. Where is the Swat museum ?
   c. Which resort in Swat can you see the whole year around?

2. Read to locate specific information from the text:
   a. What is the activity planned on the 9th day of the excursion?
   b. From where does the mountain safari commence and close?
   c. Where is the Buddist monastry ?
   d. Where are the emerald mines located?
   e. Where can you find excellent ethnic jewellry carved wood and antiques?

3. Match the places and timings and duration of visits:

Miandam Saidu sharif Mallam Jabba	(1/2 day, summer only) (full day, all year) (full day, summer only)

4. Take a map of Pakistan and draw the route of the mountain safari. You may do this activity in groups.

Text 6

THE SWAT VALLEY

The upper valleys of Swat teem with steep pine covered ridges that rise toward scores of snowclad peaks over 18,000 ft. Unlike Chitral, and the areas to the north and east, Swat receives monsoon rain and has an alpine flavour reminiscent of the Rockies or the Alps.

There are a number of routes into Swat. The most popular is to drive in from **Nowshera** through the **Malakand Pass.** You can also take the **KKH** upto **Besham** and turn off to reach Swat through the **Shangla Pass** and **Khwazakhela.** On your way to Swat, it is well worth stopping at the Buddhist monastery of **Takht i Bahi**, 13 km north of **Mardan.**

The administrative capital of Swat is at **Saidu Sharif** but the main shopping centres and bazaars are at **Mingora** just over a kilometre away.

Sightseeing

SS *(1/2 day, summer only)*
A tour of the twin towns of **Saidu Sharif** and **Mingora** takes us to the **Swat Museum** in Saidu, and on to the nearby **Butkara Stupa,** one of the most important Buddhist shrines in Swat. **Marghazar,** 13 km from Saidu, was the summer palace of the first Wali of Swat. One of the historically important villages in the area is **Udegram,** the site of the ancient town of Ora, where Alexander the Great fought a battle in 327 BC. Then, after a visit to the **emerald mines** near Mingora, there will be time for shopping.

Mallam Jabba *(Full day, all year)*
Mallam Jabba is the newly developed ski resort midway up the Swat Valley at 2600 metres.

Miandam *(Full day, summer only)*
56 km from Saidu is the small summer resort of **Miandam.** Cool, quiet scenic walks.

Madyan, Bahrain, Kalam *(full day, summer only)*
This excursion takes you to the north of the **Swat River** valley. The first stop will be **Madyan,** where you can find excellent ethnic jewellry, carved wood and antiques. The next stop is 10 km north of Madyan at **Bahrain.** 29 km further north is the resort of Kalam at 2000 metres. We can also spend the night at **Kalam** for a jeep safari into the **Utrot** and **Ushu** valleys.



One of the picturesque valleys of the north

Mountain Safari III 13 day jeep Safari

Day 01	*Arrival Islamabad International. M & A Drive to Abbottabad via Murree and Nathiagali. TTH for O/N stay.*
Day 02	*Drive to Balakot. Change to 4WD vehicles for onward drive to Naran. TTH for O/N stay.*
Day 03	*Excursion to Lake Saif-ul-Muluk. 4 hours. Free for short trek or trout fishing in the Kunhar.*
Day 04	*Drive to Gilgit via the Babusar Pass. Arrive Gilgit. TTH for O/N stay.*
Day 05	*Full day excursion to Kargal Nullah.*
Day 06	*Full day excursion to Hunza.*
Day 07	*Drive to Chitral. Drive along the River Gilgit for approximately 10 hours. O/N camping at Phander.*
Day 08	*Continue drive to Chitral via the Shandur Pass. Transfer to hotel for O/N stay.*
Day 09	*Full day excursion to Garem Chashma. (Hot springs)*
Day 10	*Full day excursion to Bhamburet, one of the valleys of the Kalash Kafirs.*
Day 11	*Drive to Dir via the Lowari Pass. Change to coach for onward journey to Peshawar. TTH. O/N stay.*
Day 12	*SST of Peshawar including drive through the Khyber Pass*. Free time.*
Day 13	*Drive to Islamabad. Visit Taxila en route. Transfer to airport for connecting flight home.*

**Subject to Government Clearance.*

Activity 7

1. Read text 7 (**The Museum Guide**) rapidly and answer the following questions:

   a. Are there guide facilities at the Lahore Museum ? Yes/No.

   b. Does it have a cafeteria ? Yes / No.

   c. Is there an admission fee ? Yes / No.

2. Read and locate the following information:

   a. Are the winter and summer timings of the Lahore Museum the same ?

   b. What is on the left and right of the main entrance?

   c. When were the Museums major collections divided?

   d. When was the Lahore Museum established?

   e. Where is the Lahore Museum housed?

   f Where is the Museum Mosque located?

   g. Is the guide to the different galleries in a chronological order ?

   h. What are some of the contemporaries galleries ? Name them.

   i. Where are fabric and clay models lodged?

3. Draw a plan and show how you would arrange the Museum galleries to display the treasures of the Museum.

4. **(group work)**

   a. Divide yourself into four groups.

   b. Each group to discuss what they understand of one of the following:

   1. Miniature paintings 2. Pre-historic and Proto-historic 3. Ethnological gallery 4. Ghandara Gallery.

   c. Do some research in the area concerned.

   d. Make a presentation on the subject with examples.

Text 7

The Lahore Museum Guide

1. Introduction

This is the oldest museum in Pakistan Established first in 1864, under the name "Industrial Art Museum of the Punjab." and housed in a building now known as Tollintion Market, it moved to its present premises in 1890. Its collection represents the cultural history of the country from the earliest known to modern times.

Some of the Museum's major collections were divided between Pakistan and India at the time of the Partition of the sub-continent in 1947. This resulted in awkward gaps which the Museum administration is trying to fill by fresh acquisitions.

2. General Information

Holidays

The Museum is open to the public on all days except Saturdays and days corresponding to Eid-ul-Fitr, Edi-ul-Azha, Eid-i-Miladun-Nabi, 9th & 10th Muharram, Ist May, 11th September and the first Wednesday of each month (for general cleaning).

The Museum authorities may close the Museum on any other day.

Museum Hours

During working days the following times are observed:

Winter: (October Ist to April 15th)
9.00 A.M to 4.00 P.M.

Summer: April 16th to September 30th
9.00 A.M to 5.00 P.M

The Museum authorities may change the opening and closing times without prior notice.

Admission

There is a small admission fee. Groups of bonafide students accompanied by teachers and soldiers in uniform are admitted free.

Photographs

Photography in the Museum is permitted on payment of a small fee.

Library

The Museum reference Library is housed in a separate block shown in the Plan. Books may be consulted in the reading room of the Library.

Cafeteria

The Museum Cafeteria is to the right of the main entrance.

Curios & Handicrafts Shop

A stall for the sale of curios and handicrafts is to the left of the main entrance.

Toilets

Toilets for men and women are reached from the Pre-historic and Indus Civilisation Gallery as shown in the Plan. Drinking water is also available here. Toilets are also available beside the Museum Cafeteria.

Guide Facilities

Free conducted tours are available twice daily at specific hours. Special arrangements can also be made for groups of visitors and students. Public Relations Officer Tourist Guides (phone: 322835) may be contacted for the purpose.

Mosque

The museum mosque is situated at the back of the main building as shown in the map.

3. Guide To Galleries

Due to structural and organizational problems it has not been possible to arrange the museum galleries chronologically. The numerical order shown in the plan at the end, which the visitors are advised to follow, is as under:

1. Miniature painting gallery.
2. Gandhara gallery
3. Hindu, Buddhist and Jain Gallery.
4. Pre-Historic and proto-historic gallery.
5. Islamic gallery.
6. General gallery.
7. Contemporary paintings gallery.
8. Jain Temple gallery.
9. Arms gallery.
10. Ethnological Gallery I.
11. Sadequain gallery.
12. Struggle for freedom gallery.
13. Postage stamps gallery.
14. Contemporary Crafts Gallary.
15. Coins gallery.
16. Ethnological gallery II. Swat.
17. Ethnological Gallery III. Fabrics and Clay models.
18. Manuscripts gallery.

(adapted from **The Museum Guide:** T.D.C.P.)

Text 8

GOINGS ON

November 1993 M T W T F S S M T W T F S S M T W T F S S M T W T F S S M T
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Karachi

16th-24th Jan **Film programe – Konrad Wolf Retro, 8 Films**, Goethe Institut, 6:30 p.m.

15th-25th Jan **Children's theatre, '*Uufit Ball hai Duaya Mere Agey.*'** PACC, 6 p.m.

24th Jan **Sonia Singh & Nur Jehan Zaheer-ul-Ikhlaq performance for Al-Shifa**, FTC, Tickets available at Al-Shifa, Contact Mrs Yasmin Rehman and Mrs Saffia Baig – 4573237/4576559.

25th Jan **Nahid Siddiqui**, Tickets and venue same as above, 7:30 p.m.

26th Jan **A Jazz concert by Kölner Saxophone Mafia**, FPC, 7:30 p.m.

Lahore

16th-22nd Jan **'Your Home is Where Your Clothes are.'** a **play directed by Salman Shahid, a Centrestage Production**, at Cultural Complex (Hall 1), 7 p.m. Tickets available at Al-hamra box ofice.

23rd-29th Jan **'*Sach Gap Wapis Aagia,*' a review by Shoaib Hashmi, Lahore Arts Council production**, At Cultural Complex (Hall one), 7 p.m. Tickets available at Al-hamra box ofice.

17th-26th Jan **Painting Exhibition by Dr Shaukat Mehmood, Mehmood Rumi, Waqar and Naseer,** At Al-hamra Art Gallery.

28th Jan **Classical music show**, Ghulam Shabbir, Ghulam Jaffar, Jawad Butt play sitar's, Art Centre (Hall three).

Activity 8

Use the extract (text 8) from **'Newsline'** printed above to answer **the** following questions:-

1) Where could you attend a classic music show ?
   place ____________ hall No : ____________ city ____________
2) Could you take children to see a play between 15 - 25 January? If so, where ?
   place ____________ time ____________ city____________
3) What is happening at Cultural Complex Hall I
   16th - 22th January ____________
   23 - 29th January ____________
4) Is the Nahid Siddiqui show in Karachi or Lahore ? ____________
5) Is there a painting exhibition in Lahore? If so,
   by whom ____________ where ____________ time ____________

Activity 9

Use the extract (text 9) from the **'Nation'** to answer the following questions:

1. What time is **'Isha'** prayers?
2. On which channel on T.V would you watch **World Sports Special?**
3. On which **band** on the Radio would you hear FM Music programme?
4. Which programme would you see at **6.40 pm** on **STN?**
5. Where would you watch **World News?**
6. Which **weekday** are most programs scheduled for?
7. What time is **Asr prayers?**
8. What is the weather like for farmers?
9. List the **regions** covered in the weather forecasts.
10. What is the **weather** forecast for **Kashmir?**
11. Was the weather humid or dry in the past 24 hours in most **regions?**
12. Which **religious engagement** would the readers be able to attend at 1.00 pm?
13. At what time would you be able to watch **Mehfil-e-Shabeena** direct from Faisal Mosque?
14. On which channel and at what time is Sehri transmission on the radio?
15. Where was the **lowest temperature** recorded?

Note:

Remember to look at headings, subheadings, layout, etc.

Text 9

Weather

Regional daily weather report for Punjab, North-West Frontier Province and Kashmir for Wednesday 10-3-1994.

Synoptic situation:

Yesterday's secondary of western disturbance over Balochistan lies as a trough over there.

Past 24 hours observations:

Weather remained dry over region.

Night temperature rose by 2-6°C at a few places over Rawalpindi, Sargodha, Faisalabad and Bahawalpur divisions and fell by 2°C at a few places over Malakand and Peshawar divisions and remained unchanged elsewhere over the region.

These were 2-5°C above normal at a few places over Lahore , Faisalabad, Gujranwala and D.I. Khan divisions and were normal elsewhere over the region.

Lowest minimum temperature 07 C was recorded at Kamara over the plains and 02 C at Chitral amongst the hill stations.

Divisional forecast till the evening of 11-03-1994.

Lahore, Rawalpindi, Sargodha, Gujranwala Faisalabad D.G. Khan, Multan and Bahawalpur divisions: A partly cloudy.

D.I. Khan, Malakand, Peshawar, Hazara ,and Kohat divisions:: Partly cloudy/cloudy.

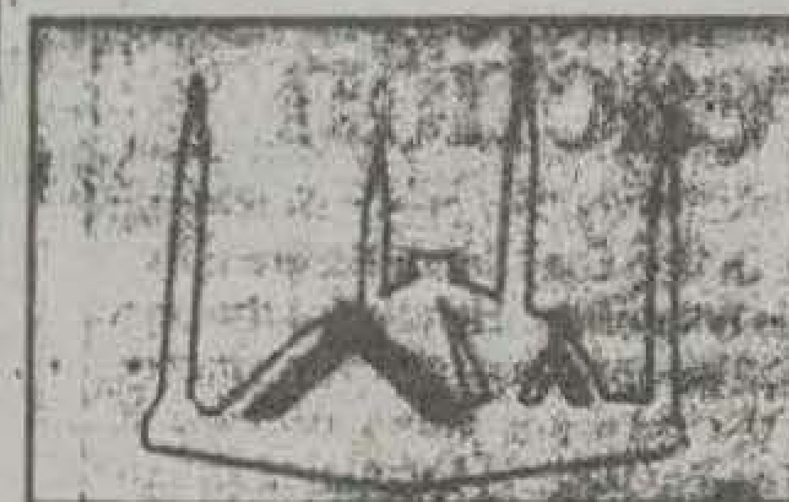
Kashmir: Partly cloudy/cloudy

Local Forecast: Partly cloudy.

WEATHER OUTLOOK FOR FARMERS FOR NEXT 48 HOURS:

Scattered thunderstorm/rain likely over the region and Kashmir towards and period.

Text 9 (Cont'd)



Prayer Timings

Fajr	5.30 am
Juma	1.30 to 2.30 pm
Asr	4.30 pm
Maghrib	6.14 pm
Isha	7.45 pm

Engagements

Dars-e-Quran by Agha Ghiasul Rehman at 39/2 Baba Farid Road, today at 4.30 pm.

****

Allama Syed Muhammad Zahid Siddiqui will speak on Jashan-e-Nazool-e-Quran at Markazi Jamia Masjid Ghousia Hanfia, Naunarian, today at 1.45 pm.

****

Allama Syed Muhammad Zahid Siddiqui will speak on 'Shahadat-e-Hazrat Ali (RA), today at 12.30 pm.

****

Allama Hafiz Syed Riaz Hussain Najfi will read sermon at Jamia tul Muntazir, Model Town, today at 12.25 pm.

****

Dr Israr Ahmad will read sermon at Masjid Darul Islam Bagh-e-Jinnah, today at 11.30.

****

Sahibzada Saeed-ur-Rehman Ahmad will read sermon at Darul Hanfia Liberty Market, Gulberg at 1.00 pm.

****

Qari Munibur Rehman Saleem will read sermon at Madarassa Arabia Hanfia Bahawalpur House, today at 1.15 pm.

****

Qari Syed Noorullah Shah will read sermon at Jamia Masjid Jamal-e-Mustafa, Umar Road, Link New Campus Road, at 1.30 pm.

****

Hafiz Bashir Ahmad Najam Sialvi will speak on 'Juma' at Jamia Masjid Chishtia Gulzar-e-Madina, at 1 pm.

****

Text 9 (Cont'd)

The Nation

CITY/NATIONAL

Radio/TV

Radio

Lahore-1

AM
- 04.04 Sehri Transmission
- 08.13 Davi Rang
- 09.03 Raushan Dunya
- 10.03 Bazm-e-Khawateen
- 10.40 Himat Waley Loag

PM
- 12.03 Khait Khait Haryaali
- 12.30 Mezan
- 03.03 Hamd-o-Naat aur Arifana Kalam
- 04.05 Saat Rang
- 05.10 Sirat-e-Mustaqeem
- 06.03 Jithey Tere Hal Wagdey
- 07.10 Sohni Dharti
- 08.30 National Hook Up

Lahore-2

AM
- 09.06 Subh-e-Ghazal
- 09.30 Geet Hi Geet
- 10.03 Qawwalian

PM
- 05.30 Pasban
- 06.00 Rang-e-Tagazal
- 07.00 Mehfil-e-Samaa
- 07.45 Shehr Nama

Channel-III
FM Music Programme

AM
- 07.30 to 09.30 Ghazlon, Geeton Aur Jadeed Mauseeqi Ka Programme

PTV

AM
- 07.00 Bismillah
- 07.10 Hamd-o-Naat (SAW)
- 07.20 Boltay Haath
- 07.35 Sajray Phhul
- 08.00 Tadrees-ul-Quran
- 08.25 Misl-e-Tou Na Shud Paida
- 08.35 Pashto Programme
- 09.00 Urdu Khabrain
- 09.15 Qasmi Kahani (Repeat)
- 10.05 Citizen Gold Cup Weight Lifting Championship
- 10.45 Royals Handball National Championship
- 11.30 Morven Gold Polo Challenge

PM
- 12.15 Juma-Tul-Wida
- 12.40 Naat-e-Rasool (SAW)
- 12.50 Close Down
- 02.00 Bismillah
- 02.10 Naat-e-Rasool (SAW)
- 02.15 Royals Asian Club Football Championship
- 03.35 Red & White Baseball League
- 04.25 Al-Quran
- 04.35 Runaway Island
- 05.00 News in Urdu
- 05.10 Muslim Fikr Kay Dareechay
- 05.20 Hamd-o-Naat (SAW)
- 05.30 News in Punjabi
- 05.40 Shama-e-Hidayat
- 05.50 Zabita-e-Hayat
- 06.35 Sowan Rang
- 07.00 News in English
- 07.20 Game Show
- 07.50 Dhoowan
- 09.00 Khabarnama
- 09.35 Link Card for Special Shabeena Transmission
- 09.36 Master Title Soorat-ul-Qadr (Recording) Qari Obaidur Rehman.
- 09.40 Introduction of Arrangements of Mehfil-e-Shabeena from Faisal Masjid, Islamabad
- 09.45 Mehfil-e-Shabeena – Direct From Faisal Masjid, Islamabad.
- 10.15 Mehfil-e-Shabeena – Direct From Badshahi Masjid, Lahore.
- 10.45 Mehfil-e-Shabeena – Direct From Memon Masjid, Karachi.
- 11.15 Mehfil-e-Shabeena – Direct From Jamah-e-Masjid Syed-ul-Mursalin, Quetta.
- 11.35 Mehfil-e-Shabeena – Direct From Madni Masjid, Peshawar.
- 11.55 Mehfil-e-Shabeena – Direct From Faisal Masjid, Islamabad.

AM
- 12.15 Mehfil-e-Shabeena – Direct From Badshahi Masjid, Lahore.
- 12.35 Mehfil-e-Shabeena – Direct From Memon Masjid, Karachi.
- 12.55 Mehfil-e-Shabeena – Direct From Jama-e-Masjid Syed-ul-Mursalin, Quetta.
- 01.15 Mehfil-e-Shabeena – Direct From Madni Masjid, Peshawar.
- 01.30 Mehfil-e-Shabeena – Direct From Badshahi Masjid, Lahore.
- 01.45 Mehfil-e-Shabeena – Direct From Memon Masjid, Karachi.
- 02.00 Mehfil-e-Shabeena aur Dua from Faisal Masjid, Islamabad
- 02.30 Closing Announcement Mehfil-e-Shabeena and Opening Announcement for Sehri Transmission from Islamabad.
- 02.35 Sallu Alah-e-Wa-Aalehi
- 04.05 Mehfil-e-Sama
- 04.53 Azan-e-Fajr
- 05.05 Close Down

STN

PM
- 06.15 Bismillah
- 06.18 Islam Aur Science
- 06.40 Ninja Turtles
- 07.10 The Fresh Prince Of Bel Air
- 07.40 Kaman
- 09.00 Khabarnama
- 09.30 Mehfil-e-Shabeena

Star Plus

Pakistan Standard Time

Friday (Mar. 11, 1994)

AM
- 05.00 Top Banana
- 06.00 The Elephant Show
- 06.30 The Magic Box
- 07.00 Top Banana
- 08.00 E! For Your Entertainment: "S. MacLaine, N. Cage"
- 08.30 Your Baby and Child
- 09.00 Travel Travel: "Budapest, Hungary"
- 09.30 Neighbours
- 10.00 Santa Barbara
- 11.00 The Bold & the Beautiful
- 11.30 Donahue:

PM
- 12.30 The Oprah Winfrey Show:
- 01.30 Microwave Master
- 02.00 The Elephant Show
- 02.30 The Magic Box
- 02.30 Force Five: "Space Keteers"
- 03.30 G.I. Joe
- 04.00 E! Special: "The Grammy Awards Highlight Show '94"
- 04.30 Neighbours
- 05.00 Mash
- 05.30 Remington Steele
- 06.30 The Fall Guy
- 07.30 The Bold & The Beautiful
- 08.00 Santa Barbara
- 09.00 Hooperman
- 09.30 Anything But Love
- 10.00 Dynasty
- 11.00 Mash
- 11.30 The Trials of Rosie O'Neill

Saturday (Mar. 12, 1994)

AM
- 12.30 Hill Street Blues
- 01.30 Stelsewhere
- 02.30 Holiday
- 03.30 Fashion Television
- 04.00 Kingdom Adventure
- 04.30 Mr. Rogers Neighbourhood

BBC

Friday (Mar. 11, 1994)

AM
- 05.00 BBC World Service
- 05.15 News Inc Asia Today
- 05.30 Newsnight
- 06.00 BBC World Service News
- 06.30 World Business Report
- 07.00 BBC World Service News Inc Asia Today
- 07.30 Newsnight
- 08.00 BBC World Service News Inc Asia Today
- 08.30 Top Gear
- 09.00 BBC World Service News
- 09.30 The Clothes Show
- 10.00 BBC World Service News
- 10.30 Question Time
- 11.00 BBC World Service News
- 11.30 BBC Business Breakfast
- 12.00 BBC World Service News.

PM
- 12.30 Kilroy
- 01.00 News Headlines
- 01.15 We Have Ways of Making You Think
- 02.00 BBC World Service News
- 02.30 Question Time
- 03.00 News Headlines
- 03.15 Tomorrow's World
- 03.30 News Headlines
- 03.45 Film '94
- 04.00 BBC World Service News Hour
- 05.00 News Headlines
- 05.15 Watching The Detectives
- 06.00 BBC World Service News Hour
- 07.00 BBC World Service News Hour
- 08.00 BBC World Service News
- 08.15 World Business Report
- 08.30 The Clothes Show
- 09.00 BBC Headlines
- 09.15 Assignment
- 10.00 BBC World Service News
- 10.30 Question Time
- 11.00 BBC World Service News Hour

Saturday (Mar. 12, 1994)

AM
- 12.00 BBC World Service News
- 12.30 A Question of Sport
- 01.00 BBC World Service News
- 01.30 Action
- 02.00 BBC Headlines
- 02.15 We Have Ways of Making You Think
- 03.00 BBC World Service News
- 03.30 Question Time
- 04.00 BBC World Service News
- 04.30 Business Matters

MTV

Friday (Mar. 11, 1994)

AM
- 03.00 Awake on the Wild Side: Angela Chow
- 05.00 MTV Most Wanted: Nonie
- 06.00 Dial MTV: Nonie
- 07.00 Classic MTV: VJ Danny
- 08.00 MTV Prime: VJ David Wu
- 10.00 MTV Stopless Hits: VJ Danny
- 12.00 MTV Mastermix: VJ Sophiya

PM
- 02.00 MTV Chinese Top 20
- 03.00 MTV Prime: VJ David Wu
- 04.30 The Grind
- 05.00 Week in Rock
- 05.30 Alternative Nation
- 06.00 MTV Most Wanted
- 07.00 Dial MTV
- 08.00 MTV Heart and Soul: Angela
- 09.00 Classic MTV
- 10.00 MTV Mastermix: VJ Sophiya

Saturday (Mar. 12, 1994)

AM
- 12.00 MTV Stopless Hits: VJ Danny McGill
- 02.00 Week in Rock
- 02.30 The Grind

Prime Sports

Friday (Mar. 11, 1994)

AM
- 05.00 BIL: The European League Jimmy White vs John Parrot
- 07.00 Various Prime Bodies
- 07.30 Rugby: IRB Rugby Show
- 08.00 EQU: Volvo World Cup World League, Pacific
- 09.00 BK: NBA Game of The Week Charlotte Hornets at Seattle Supersonics
- 11.00 Tennis: WTA Tour China Open Final

PM
- 01.00 Tennis: The Asian ATP Tour H/L Show
- 02.00 Wrestling Spotlight
- 03.00 Soccer: The Asian Football Show
- 04.00 Various Gillette World Sports Special
- 04.30 BK: NBA Inside Stuff
- 05.00 Auto Racing: International Motorsport News
- 06.00 WNT: Carlsberg Euro Ski
- 07.00 USA Boxing
- 09.00 Tennis: The Asian ATP Tour H/L Show
- 10.00 Wrestling Spotlight
- 11.00 Soccer: The Asian Football Show

Saturday (Mar. 12, 1994)

AM
- 12.00 V ous Gillette World Sports Spacial
- 12.30 BK: NBA Inside Stuff
- 01.00 Auto Racing: International Motorsport News
- 02.00 WNT: Carlsberg Euro Ski
- 03.00 USA Boxing

CNN International

Friday (Mar. 11, 1994)

AM
- 06.00 Special Reports
- 06.30 Headline News
- 07.00 World News
- 08.00 CNN World News
- 08.30 Headline News
- 09.00 World News
- 10.00 World News
- 10.30 Headline News Update
- 11.00 Headline News
- 11.30 World News
- 12.00 (Noon) World News

PM
- 12.30 Headline News Update
- 12.45 CNN Newsroom
- 01.00 World News
- 01.30 Headline News
- 02.00 World News
- 03.30 Business Morning
- 04.00 World News
- 04.30 Business Day
- 05.00 World News
- 05.30 Business Asia
- 06.00 Larry King Live
- 07.00 World News
- 08.00 World News
- 08.30 CNN and Co.
- 09.00 CNN News Hour
- 10.00 World News
- 11.00 World Business today
- 11.30 World News

Saturday (Mar. 12, 1934)

AM
- 12.00 International Hour
- 01.00 World News
- 02.00 World Business today
- 02.30 Showbiz Today
- 03.00 The World Today
- 04.30 On the Menu
- 05.00 Headline News

ZEE TV

Friday (Mar. 11, 1994)

PM
- 01.30 Aap Ki Adalat
- 02.00 Himgiri Ka Veer
- 02.30 Cartoon
- 03.00 Panjni
- 03.30 Regional Feature Film:
- 06.00 Get Set Go
- 06.30 You and Your Pet
- 07.00 Teer Kamaan
- 07.30 Antakshari
- 08.00 Dillagi
- 08.30 Philips Top 10
- 09.00 Zee Horror Show
- 09.30 Shakti
- 09.40 Bazaar Buzz
- 10.10 Galaxzee
- 10.40 Mein Bhi Detective
- 11.10 Banegi Apni Baat
- 11.40 Apradh
- 12.10 Jaagran
- 12.40 Close Down.

Text 10

PH.D.DRUG METABOLISM

We need an additional PhD. to lead a small group of research assistants involved with ADME studies. He/she will join our Department of Drug Metabolism, reporting to the department's manager, and will participate in multi-disciplinary project management groups which are concerned with drugs for human and veterinary use.

The successful applicant who will probably be in his/her late twenties, will have already gained several years experience of drug metabolism and pharmacokinetic work related to the development and registration of new drugs. He/she will be keen to build upon this knowledge in the wider aspects of Drug safety evaluation.

Our Department of Drug Metabolism, which is part of the Drug Safety Evaluation Group is housed in the recently opened 2.6 million pounds extension to our Research Block. The laboratories are well equipped and allow the pursuit of a wide variety of experimental approaches, and these are augmented by the collaborative work which is undertaken with other departments.

Conditions of employment include flexible working hours, four weeks' holiday, pension and death benefit schemes, bonus, etc. Financial assistance with relocation expenses is given where appropriate.

Applications giving brief details or age, qualifications and experience should be addressed to:-

R.F. Taylor, Personnel Manager, Pharmalab,
Central Research, Milton Road.
Reading Berkshire RG5 6DP

Activity 10

The following advertisement (Text 10) appeared in a professional journal.

1. You have a friend who would be qualified to take up the post advertised. Read the advertisement and extract the most important information for him.
2. You are assessing the suitability of some of the candidates who have applied. Read their details and decide which candidate is most likely to be suitable.

    a. Miss A. 25 years old. PhD from the University of Illinois. 1 years' experience as research assistant in a laboratory.

    b. Mr B. 40 years old. MSc from the University of Cambridge. 5 years' experience as manager of small department of metabolism drug for veterinary use.

    c. Mr C. 29 years old. PhD from the University of Hawaii, 3 years' experience in a laboratory developing drugs for veterinary use.

3. You are dealing with enquiries from some candidates who have not seen the advertisement. Answer as many questions using information given in the advertisement.

   a. How many people would I be responsible for and who would be my superior?

   b. What experimental approach is pursued?

   c. Would I be able to develop my own research interests?

   d. Would I receive allowances for removal, transportation and housing?
   e. When would I be required to start?

   f. Are there opportunities for contact with other areas of drug safety work?

   g. What salary is offered?

(adapted from **The British Council**: 1989)

Activity 11

In the last few activities you have been practising **skimming** and **scanning.** Here is an exercise in which you will have to use both of these reading skills:

Look at the 4 charts on the following page. Each chart has 10 blank spaces to fill in names of cricketers that will stand for selections by the well known commentators: **Omar Kureshi, Gul Hameed, Chishty Mujahid** and **Farooq Mazhar.**

Look at text 11 and the pictures on the next pages and find the missing information.

Now fill in the 4 charts with the names of cricketers.

Note

Some have already been filled in for you.

SPORTS

By Irfan Malik

THE DREAM TEAM

In a world without boundaries, what would the ideal team of the nineties look like? The *Herald* puts the experts to the test...



OMAR KUREISHI XI

Richie Richardesen
(12th man)



What could be more terrifying for a batsman than to face up to Curtly Ambrose and Wasim Akram operating in tandem, followed up by some Waqar Younis thunderbolts and the wiles of Shane Warne? Or conversely, could there be a more thankless and demoralising task for a bowling side than to try and dislodge the likes of Richie Richardson and Graham Gooch, knowing perfectly well that any measure of success would only bring Brian Lara and Sachin Tendulkar to the wicket? And that would still leave Mark Waugh, Basit Ali, Ian Healy and Wasim Akram padded up in the pavilion and rearing to go out in the middle.

World XIs are not really in vogue these days, but one very late hight discussion convinced the more sporting members of the *Herald* team that it wouldn't hurt to contact a few experts and see who they would opt for in choosing the best Test eleven the nineties have to offer. We called on Omar Kureishi, Gul Hameed Bhatti, Chishty Mujahid and Farooq Mazhar, all erudite men who were interested in the idea of a 'dream team' and promptly obliged

> "I don't think this World XI is an all conquering team. It would be hard pressed to beat Bradman's team of 1948 or one of the West Indies teams of the past [illegible]"

with their respective selections.

As expected, there were some differences in opinion, so a very simple and perhaps even crude system of elimination – or confirmation – was decided upon: whoever received the most nominations would be included in the World XI. In case of a tie, the *Herald* would cast the deciding vote, keeping in mind of course that certain players – for instance, Javed Miandad and Courtney Walsh – are simply not in competition for, say, a middle-order slot even if they receive the same number of votes.



GUL HAMEED BHATTI XI

Graham Gooch

(12th man)

"My dream team, based on performance and the individual brilliance of the currently active players, is certainly not all generals and no army."



CHISHTY MUJAHID XI

Richie Richardesen

(12th man)

* Chishty Mujahid's XI was originally captained by Allan Border.

"Javed Miandad is still good enough to play not only for Pakistan but to take his place with the current greats of the world."



FAROOQ MAZHAR XI

Allan Border

(12th man)

* Farooq Mazhar named his team before Allan Border's retirement.

"Graham Gooch is perhaps the odd man in. But since he is still an active player, keen to appear for England this summer, he cannot be overlooked"

Five players – that brilliant left-hander from Trinidad, Brian Lara, his deadly West Indian team-mate Curtly Ambrose, Wasim Akram and Waqar Younis of Pakistan, and Australian leggie Shane Warne – turned out to be unanimous choices. These players, as Gul Hameed Bhatti put it, select themselves. The greatest dispute, meanwhile, appears to be over who should open the batting. Omar Kureishi, for instance, feels that the job should go to David Boon and Richie Richardson. "I do not find any specialist opener who is world class and to have included one would have been at the expense of an outstanding batsman," he writes. "But both Boon and Richardson have been openers and no problems should be created if they were to revert to their original roles."

Gul Hameed Bhatti has other ideas. "My dream team must have Australia's left-hander Mark Taylor as one of the opening batsmen, especially since he is also such a marvellous fielder with a high rate of catches held," he says. "Unfortunately, David Boon doesn't get a place in my team despite his recent record. Instead, I would choose England's Graham Gooch as Taylor's partner."

Chishty Mujahid's choices for the opening slots, meanwhile, are Brian Lara and Alec Stewart, the latter getting the nod perhaps because Mr Mujahid wants to have five specialist bowlers in the side. "The World XI's opening batsman and wicket keeper will be England's Alec Stewart. To partner Stewart there is a choice of two batsmen who have opened with great success for their teams in one-dayers and there is no reason why they cannot do so in Tests. The

The Herald, May 1994

choice is between the Trinidadian left-hander Brian Lara and the Indian vice-captain Sachin Tendulkar. I would include both in the side, with Lara opening with Stewart and Tendulkar batting lower down."

Farooq Mazhar, for his part, feels that the batting should be opened by the veteran West Indian Desmond Haynes and England's Graham Gooch. "Perhaps the odd man in is Graham Gooch. But since he is still an active player, keen to appear for England this summer, he cannot be overlooked."

A tough choice indeed, but democracy decrees that Graham Gooch and Richie Richardson have to open the batting. The former is an automatic choice since he received two votes, compared to one each for Taylor, Boon, Haynes and Stewart. Whether or not he would relish the job, Richardson gets to open, for two reasons. Not only is he Mr Kureishi's choice as opener, he also features, at one spot or the other, in every team apart from Mr Bhatti's. And since there are no real problems in the upper middle order, the West Indian captain must open the innings.

"There can't be two opinions about the record breaking Brian Lara occupying the one-drop spot," says Gul Hameed Bhatti. Omar Kureishi and Farooq Mazhar echo this view and Lara is also included in Chishty Mujahid's team, albeit as an opener. Sachin Tendulkar comes in next going by the results of our limited survey, though Farooq Mazhar and Chishty Mujahid feel that this position should go to Mohammad Azharuddin and Javed Miandad respectively.

Numbers five and six constitute another area where there is considerable disagreement. "Those in contention (for number five) include the Indian skipper Mohammad Azharuddin, the Pakistani middle order batsman Basit Ali and the Australian Waugh brothers," writes Chishty Mujahid, who had selected Allan Border for this position before the Australian captain announced his retirement. "It is a thorny problem but unfortunately only one can be included. After careful consideration and taking the bowling prowess and current batting form of Stephen Waugh into account, the place should go to him." Number six, feels Mr Mujahid, should be occupied by Sachin Tendulkar.

"For the next two spots in the batting order, I would like to have two of the brightest young stars on the cricketing circuit, West Indian newcomer Shivnarine Chanderpaul, a left-hander who had such a wonderful first series against England recently, and Pakistan's brilliant Basit Ali," says Gul Hameed Bhatti. These are bold selections. As Mr Bhatti points out, his "dream team... is certainly not all generals and no army. I don't just want my team to be composed of players whom I would most like to see representing an 'ideal' Test eleven; I would like it to win a hypothetical Test match too."

Omar Kureishi, for his part, wants Mark Waugh and Basit Ali at numbers five and six, while Farooq Mazhar – who submitted his team before Border's retirement – has opted for Richie Richardson and Allan Border. Basit automatically gets the job because of two nominations, and the *Herald* agrees with Mr Bhatti that he should come in at three-down. Choosing the number six batsman is particularly tricky because several middle order players have received one vote each. In the end, the vacancy goes to Mark Waugh, on the admittedly questionable basis that he was selected 12th man by Mr Bhatti in addition to being awarded the number five spot by Omar Kureishi. However, Waugh will come in at number six in the Herald XI.

Ian Healy, the choice of both Farooq Mazhar and Omar Kureishi, will be the wicket keeper and he comes in next at number seven. Gul Hameed Bhatti also feels that "the wicket keeper's spot should go to the highly successful Ian Healy, but my special vote goes out to South Africa's Dave Richardson who, in a mere 14 Tests so far, has quietly dismissed 56 batsmen." On the same subject, Chishty Mujahid writes that he is "tempted to include the brilliant Pakistani stumper Rashid Latif as first choice wicket keeper in view of his performance behind the wickets and his batting capabilities. But we cannot ignore the claims for this position of the England opener and vice-captain Alec Stewart."

As for the bowling department, Wasim Akram, Curtly Ambrose, Waqar Younis and Shane Warne get a thumbs up from all four experts and are therefore automatic selections. The only, not so significant, question left is the order in which they will bat, and here the *Herald* agrees with Mr Bhatti that Akram should come in at number eight, followed by Warne, Ambrose and Younis. "Since it is a Test side" Chishty Mujahid feels that there should be five regular bowlers and has, as a result, included Courtney Walsh in his team. Omar Kureishi, on the other hand, is of the opinion that even though "the bowling is confined to four specialists, they are so formidable that they should suffice. In any event, Mark Waugh and Sachin Tendulkar can turn their arms over if required."

The quicksilver and acrobatic Jonty Rhodes, who received two votes, will be the 12th man of the dream team. The other contenders for this spot, the choices of Gul Hameed Bhatti and Farooq Mazhar respectively, are Mark Waugh and Sachin Tendulkar.

This leaves the not so trifling matter of who will skipper the side. Originally, the job was going to Allan Border by way of nominations by both Chishty Mujahid and Farooq Mazhar. After Border's retirement, however, Chishty Mujahid opted for Richie Richardson while Farooq Mazhar, who had flown off to America by then, could not be traced for amendments. Gul Hameed Bhatti, meanwhile, thinks that England's Graham Gooch is the best man for the job. As things stand though, Richardson gets two votes, from Chishty Mujahid and Omar Kureishi, and thereby lands the captaincy.

What could be more terrifying for a batsman than to face up to Curtly Ambrose and Wasim Akram operating in tandem, followed up by some Waqar Younis thunderbolts and the wiles of Shane Warne?

Clearly, a dream team by current, and possibly any, standards. The only problem it could conceivably face in overpowering its opponents is one that any World XI is bound to encounter, at least initially. Despite their undeniable individual brillance, it is debatable whether three West Indians and an equal number of Pakistanis and Australians bunched together with an Englishman, an Indian and a South African can combine effectively on the field and play as a team. It is still more likely than not, however, that this World XI would steamroller anything in its path. ■



UNIT II

Text Organisation

Text Organization

This is an effective reading strategy, which involves the ability **'to follow the writer'** and perceive meaningful relationships between sentences, groups of sentences and paragraphs.

Features of text structure

1. **Cohesion:** Textual cohesion is a way that text is held together by particular linguistic means. These include **connectives, reference and vocabulary.**

Connectives: These are words or phrases that serve as links, and indicate the relationship between what they are linking.

Example:

(Cause) As Ali was tired, he went home at once.

(Result) He ate nothing all day; **consequently** he was hungry by nightful.

(Contrast) Although he has few friends, he won the election.

(Addition) Baber can speak French **and** write it.

(Sequence) First he took off his shoes, **then** he came in.

Connectives are important, because they act as **sign posts**, and help the reader to **anticipate** and find his way through a text.

Reference

These are words that simply **refer to** or are used **instead of** other words.

Example

'They asked **him** to go **there** and he **did'**, has four examples of reference. Only one of them **did** can be interpreted from the context. We need more context in order to be able to see what the others refer to. **Knowledge of the world** may sometimes help. Appropriate use of reference is important in writing connected text. As far as reading is concerned, questions involving reference, serve as comprehension checking device, and to see if the correct interpretation is made.

Vocabulary

There are two ways in which vocabulary helps to give cohesion to a text. One way is when the writer makes a reference and instead of using a pronoun uses a **noun phrase.** The other is when the writer chooses his words so as to give consistency to the impression or point of view he is trying to express.

Example (Noun phrase)

I saw a man leaning against the table, smoking. I went upto the **chap** and asked him for a light.

Example (piling up of words)

The cellar room had a low vaulted ceiling, walls of grey stone and a flooring of granite.

2. Discourse markers

A particular kind of cohesive device is the discourse marker, words such as **however, although, furthermore, namely**. These words serve to mark the functional value of sentence; they tell you what the writer intends by it. (If he uses **although,** he is conceding something; it he uses **namely** he is specifying something; and so on.) The reason why they are included in this chapter - where we are concerned with propositional meaning, not value - is that they are extremely **useful signals** to the reader. They do not themselves contribute to the signification of a sentence (except in the case of those which indicate time), but they can help a careful reader to establish the signification.

For example, suppose a reader comes upon a difficult clause following several sentences that he has understood reasonably well. Then suppose this clause is introduced by the word **but.** He realizes from this word that the obscure clause contradicts or in some other way goes against the sense of the previous clause; this realization may be enough to unlock its meaning.

3. Coherence

Coherence is a term used to refer to the way in which sentences and group of sentences in a text **'make sense'** in relationship to each other. It is ofcourse the writers', task to produce a coherent progression in the text. The reader has to be able to **follow the writer** through the text, and understand not only the meaning of sentences but also the writer's purpose in using the sentences. Sometimes the writer will indicate his purpose clearly by the use of connectives. On other occasions the reader will have to **infer** the writers', purpose and the relationship between the sentences.

4. Organization within the sentence

Selection, weighting and arrangement takes place at every level from the sentence to the whole book.

Consider these two sentences:

a. The sports followed the arrival of the guests.
b. The arrival of the guests preceded the sports.

And now these two continuations:

c. Now, he felt, his weeks of strict diet and patient practice would be rewarded. He would win, he must win!
d. Now at last he would see her. Surely she had come? He searched anxiously among the crowds, but she was nowhere to be found.

It is not difficult to decide which continuation is likely to follow which sentences (a) and (b). This is because, although the facts in (a) and (b) are identical, the way the information is presented is not. In (a), the **topic** of the sentence is the sports, and we expect the writer to go on to tell us more about them. Hence (c) is a suitable continuation. But in (b), the topic is the arrival of the guests, and we therefore

expect to hear more about them, as in (d).

The way the sentences are organized thus influences the progression of the reader's thoughts. A good writer structures his sentences in such a way that the information in one is so presented that its connection with the previous sentence and the one that follows is made clear. He can also show us, by the way he organizes the information, what his attitude to it is.

5. Organization within the Paragraph

Sequences of sentences are generally organized into paragraphs. Sometimes the paragraph is more a way of breaking up a long text visually than a way of organizing information; but usually there is some **unity of thought** and often (but not always) this is given focus in a **topic sentence.**

Recognizing the organization of a paragraph means being able to identify the **topic,** the **main point,** the **minor or supporting points** and so on. It means recognizing that, for example, the first sentence makes an assertion, the second and third substantiate it with examples, the fourth modifies it by a reservation, and so on.

You need to identify the **functional value** of each sentence in order to plot the structure of the paragraph. Equally you need to comprehend the **paragraph structure** in order to assign the value of each sentence.

In addition to this, it is often possible to see some **overall principle of organization** in a paragraph. It may be organized according to the **sequence of events** described, or according to a **logical progression** from general to specific, or from specific to general. Or the structure may be problem - solution; evidence - hypothesis; classification - examples; cause - result; and so on.

Different types of paragraph organization will be found in different types of text. For example, assertion-substantiation (examples, explication, etc.) is a common pattern in textbooks.

6. Organization above paragraph level

The structure of a text is almost always **hierarchical:** the largest unit is the whole **text,** which is composed of **sections.** Each section is separate from the others and has some kind of internal structure and cohesiveness; the chapters of a book, for example. These in turn may be seen as composed of smaller units like **paragraphs** and so on, down to the level of the **clause** and even the **word.**

The hierarchy may be differently structured in different types of text. Looking at a text as a whole, it may be helpful for the reader to find out what principle is used to organize it: is it structured **chronologically?** Does it begin by **outlining a problem,** then offer a **hypothesis, experiments** to test it and finally **sum up** the findings and what they imply? And so on.

Understanding the structure of the whole text may contribute to an understanding of individual parts of it, just as understanding what a paragraph says is sometimes useful in understanding one of its sentences. But more importantly, tracing the structure of the text will usually result in a clearer understanding of its overall message.

UNIT II

Text Organization

Activities

Understanding relations between parts of a text.

A. Sentence Level

Proper order of words

Activity 1

Rearrange the words to make meaningful sentences.

1. to improve newspapers we should read our general knowledge.
2. because he failed he was very games fond of.
3. but he will come back soon has gone to Iran.
4. the standard of education must be done to improve something.
5. the filth to remove to take steps he decided.
6. remember him always for his good deeds we shall.
7. people not many to hear had come his speech.
8. he not early could sleep yesterday he said.
9. Akbar your show me copybook writing after the story.
10. talking now stop and doing your work start.
11. on examination paper your name the to write don't forget.
12. go please and some paper for me from the shop buy.

Matching subject and main verb

Activity 2

1. Read the following sentences and underline the **subject** and the **main verb** of each of them.

   One team that performed more than two hundred operations found that nearly half the patients underwent a change of personality.

   In one publicized case in England a young salesman with an apparent compulsion to gamble was arrested for larceny.

2. The sentences that follow are all from **Time.** Read them and answer the questions that follow.

a) Mostly because of inflation, but also because taxes have been creeping upward, the actual buying power that people have been getting from the money in their paychecks, has declined by nearly 4% over the past twelve months.

Match subjects and verbs.

taxes	have been creeping upward
buying power	have been getting
people	has declined.

b) One index of how financially pressed Americans feel is the popularity of grocery coupons, those little pieces of paper snipped from product labels or newspaper ads that housewives have long used to save nickels and dimes at the check-out counter.

What is the subject of **'feel'**?
What is the subject of **'is'**?
What noun phrase does **'that'** refer to ?

1. newspaper ads
2. product labels
3. pieces of paper
4. popularity.

c) Magazine writers, or the authors of books about current affairs, often find themselves gratefully surprised by how much remains unexplored and untold about major events that the day press and television once swarmed all over, then abandoned.

Find the subjects in the first column that match the verbs in the second column.

1. Magazine writers	A. find
2. books	B. remains
3. current affairs	C. swarmed
4. how much	D. abandoned
5. major events	
6. the day press and television	

........A ....B ....C ....D

d) One of the major reasons photo collecting has flowered only recently was the realization that a photograph, unlike a painting or a drawing, can be reproduced forever, as long as the negative exists.

What is the subject of **was?**

What is the subject of **can?**

1. a photograph
2. the realization
3. a painting
4. a drawing

(adapted from Grellet : 1981)

Inserting link - words (connectives)

Activity 3

Inserting link words

Fill in the blank with a suitable linking word:

1. Nazia sleeps for ten hours every night, __________ she is always tired in the classroom.
2. Fatima had a lot of letters to write ________ she stayed at home to finish them.

Joining sentences

Join each of the five groups of sentences below into one sentence to make a single paragraph of five sentences. In each group use the **link word** given, and either **and** or **but** only once.

It was raining I didn't have a mackintosh I had to go out	although
I ran to the nearest bus-stop I was running across the road A large car splashed me from head to foot	while
I reached my friend's house I was wet through I couldn't change my clothes	until
My friend lent me some dry clothes They fitted me very well I should catch a cold	lest
It was time to leave My own clothes were dry I changed into them	when

Activity 4

In the following text, the sentences have been separated from their introductory link-words and both have been **jumbled.** All you know is that the following points appear in the text, in this order:

1. general truth
2. example
3. consequence
4. restriction
5. conclusion

Link words:	**Sentences**
However This is why	In the Multan trial, last year, two different witnesses, both intelligent and reliable persons, contradicted each other.
But For instance	One should always bear in mind that additional evidence is essential to recognize someone guilty.
	It is difficult to find good witnesses.
	It is difficult to disregard witnesses completely, partly because they can help us understand the truth.
	The police tend to look for more dependable proofs of guilt, such as fingerprints.

Can you write the paragraph?

Activity 5

In the following sentences underline the words, phrases, or clauses referred to by the pronoun **which.**

1. The population explosion is a problem which should concern us all.
2. We had to read three articles on the population explosion, which ruined our day.
3. I overheard my brother's telephone conversation, which made me feel guilty.
4. I overheard my brother's telephone conversation which was quite interesting.
5. The police told Sonia to move her car from the entrance, at which she became angry.
6. The police told Sonia to move her car from the entrance at which she was parked.

Reference Words

Activity 6

In the following passage all the underlined words refer to something mentioned before, or after, in the text. Read the passage carefully and complete the table.

Text 1

Uncoiling an Ancient Desert Mystery

Anthropologists and archaeologists believe <u>they</u> are solving the mystery of the giant snakes - huge ground figures, some more than one and a half kilometers long - <u>that</u> have been discovered in large numbers over the last few years in the deserts of Southern California.

Some of these structures have been dated as being more than 10,000 years old, others only 2500.

Despite <u>their</u> antiquity, <u>these</u> large figures - sometimes created with small rocks and sometimes scraped out of the ground with large booms - are providing scientists with clues to the early Indian, and perhaps pre-Indian, cultures that existed here long before Columbus was born.

The oldest of <u>these</u> strange, meandering structures were probably made by "ice age people", said Dr. Emma Lou Davis, director of the Great Basin Foundation in San Diego and a research associate of the Los Angeles County Museum.

<u>She</u> and <u>her</u> group have discovered a three-headed serpent structure in the desert north of San Diego County, around a dry lake she calls, "Lake Erehwon" That's "nowhere" spelled backwards.

Dr. Davis and other scientists are wary of citing exact locations of <u>these</u> ground figures for fear <u>they</u> would be destroyed by off-road vehicles.

The three-headed serpent structure is between 10,000 and 10,500 years old, she believes.

The snake, "von Werlhof explained, "had a different meaning to the ancients. <u>It</u> was not the feared creature of the modern world. <u>It</u> stood for wisdom, loyalty and protection. <u>It</u> had spiritual powers that could be invoked to provide the help of guardian spirits."

Although the giant ground figures have been known for several years in other countries, mainly in South America, it has only been in recent years that the presence of such structures has been discovered in Southern California.

In fact, only in the last two years has the large number of these structures become evident. Much of this, von Werlhof said, is due to the aerial photography of Harry Casey, an Imperial Valley farmer with a bent for archaeology and flying.

Casey and others, von Werlhof said, have taken aerial photographs of the Imperial Valley that have revealed more than 50 such figures - which scientists call "intaglios" or "geoglyphs".

The sheer quantity of these discoveries has allowed scientists to make comparisons of their locations with time and the topography of the region.

They have found that the snakelike structures are associated with two periods of environmental crisis, von Werlhof said. The first involved an ancient Indian culture that dates back more than 8000 years, to a time when the last ice age was retreating and sapping water away from the land.

The second occurred during the Yuman culture, some 2500 years ago - again a period of drought.

	refers to something		
	before	after	what it refers to:
they			
that			
their			
these			
these			
She			
her			
these			
they			
It			
It			
It			
this			
these			
their			
they			
that			

Activity 7

In the following paragraph, the use of reference has been made clear by bold and underlined words.

<u>The idea of evolution</u> **which** is gradual change was not a new **one.** The Greeks had thought of **it,** so had Erasmus Darwin, the grandfather of Charles, and also the Frenchman, Lamarck. **It** is one thing to <u>have an idea;</u> we can all of us guess and sometimes make a lucky guess.

Can you now do the same thing with the rest of the passage by underlining.

It is quite another thing to produce a proof of the correctness of that idea. Darwin thought he had **that** proof in **his** notebooks. **He** saw that all animals had a struggle to survive. **Those which** were best at surviving their environment passed on the good qualities which had helped **them** to **their** descendants. **This** was called 'the survival of the fittest' For example, in a cold climate, **those** who have the warmest fur will live. Darwin believed that **this** necessity for an animal to deal with **its** environment explained the immense variety of creatures.

(adapted from Grellet: 1981)

Activity 8

Look at text 2. Read passage A & B it through, noting down or underlining all the semantic markers, like **firstly, secondly, then, next, if, unless, thus, nevertheless** etc.

Text 2

Passage A

Since World War II, DDT and other organic insecticides have been used in large quantities. Tens of thousands of tons are produced each year. The United States alone spent over a billion dollars for such insecticides in the single year of 1966.

Not only are our crops saved but the various insect-spread diseases are all but wiped out. Since DDTwipes out mosquitoes and flies, as well as lice, malaria is now almost unknown in the United States. Less than a hundred cases a year are reported and almost all are brought in from abroad.

Yet this does not represent a happy ending. The use of organic insecticides has brought troubles in its train. Some times such insecticides don't work because they upset the balance of nature.

For instance, DDT might be fairly deadly to an insect we want to kill, but even more deadly to another insect that lives on the first one. Only a few harmful insects survive but their insect enemies are now all dead. In a short time, the insects we don't want are more numerous than they were before the use of DDT.

Then, too, organic insecticides don't kill all species of insects. Some insects have a chemical machinery that isn't affected by these poisons; they are 'resistant'. It may happen that a resistant insect could do damage to our crops but usually doesn't because some other insect is more numerous and gets the lion's share of the food .

If DDT kills the damaging insect, but leaves the resistant insect behind, then that resistant insect can multiply enormously. It then becomes a great danger and DDT can't touch it.

In fact, even among those species of insects that are killed by DDT there are always a few individuals that differ chemically from the rest and are resistant. They survive when all other individuals are killed. They multiply and then a whole species of resistant insects comes into existence.

Thus, as the years pass, DDT has become less effective on the housefly, for instance. Some resistance was reported as early as 1947, and this has been growing more serious. By now almost every species of insect has developed resistance, including the body louse that spreads typhus.

Finally, even though organic insecticides are not very poisonous to creatures other than insects, they are not entirely harmless either. If too much insecticide is used, some birds can be poisoned. Fish are particularly easy to kill and if insecticides are used on water to kill young insects, young fish may also go in great numbers.

(From **Twentieth Century Discovery** by Isace Asimov)

Passage B

The need for money originates from the fact that different people in society produce different things. This means that people depend on each other for goods and services. Let us take the case of a farmer who produces more food than he requires and a carpenter who lives by selling the tables and chairs that he has made. It will be obvious that unless some means of exchange is found, the farmer will not be able to get rid of his surplus food and the carpenter will starve! Clearly, the simplest means of exchange will be for them to use barter-in other words, to exchange a certain amount of one kind of goods (let's say flour) for a certain amount of another (tables or chair, in this case).

Obviously, barter can work only in a very simple society. In an advanced society one cannot go around carrying things in the hope that we can exchange them for the things we need.

So we need something which will stand for the goods and services that we want to exchange. Hence the origin of money. It follows that anything can act as money or currency, provided that all the people using it agree on its value. We are not surprised to find, therefore, the use of very many different kinds of money at one time or another.

Examples of 'currencies' that have been used in the past are cowrie shells, coconuts, whales' teeth, and salt. As one might expect, things used as money have certain qualities, namely that they should be firstly convenient, secondly durable (that is, long lasting) and lastly of some rarity value. Thus we would **not** expect large stones to be used as money (because they are too inconvenient), fruit or plants (because they go bad eventually), nor pebbles (because they are too common). Nevertheless, it is interesting to note that these rules do not work all the time. To take one good example, there is an island in the Pacific Ocean where the natives used large stone wheels as currency; sometimes these wheels were as big as twelve feet across! They were sometimes stored outside a man's house as a sign of his wealth.

(Pair work)

Activity 9

One of the requirements of a short story is **'coherence'** which means that all the paragraphs should be related to the main theme that runs through the text. Read the short story (text 3) below and **box** all the **reference words** and join them as you did in the activity before. Now see if it is **coherent.** Discuss with your partner and see if you both agree. Later the whole class should discuss this together.

Text 3

A SHORT STORY

from "Broom Hilda," by Russell Myers

Once upon a time there was a lovely young princess who lived in a castle in a far-off mythical kingdom.

The castle was designed by her uncle Hernando, who was an architect in a nearby city. He was also a fine family man and was once an excellent swimmer.

He competed against Johnny Weissmuller many times during the late 1920s. This was the time of the great depression during which many huge fortunes were lost.

Next door to Hernando's office was a tattoo parlour. Many of our country's brave young fighting men went there for tattoos of their mothers, Barney Google, and Eleanor Roosevelt.

It was these same young men who displayed such courage on Bataan and Iwo Jima. The courage that made this country safe for you, me, our children, zoo animals, and restoring old Hudsons as a hobby.

The End.

Activity 10

Read text 4 to answer the questions.

Text 4

Rabbits

Although farmers in Britain look upon rabbits as pests, their attractive appearance endears them to nature lovers and it is pleasant to watch them feeding outside their burrows on a summer's evening. Rabbits are prolific breeders and the female produces several litters a year; however the rabbit population is limited due to the fact that very few of their young survive the first year of life.

Questions

1. The first sentence tells us what two groups of people think about rabbits.
   The first group of people are ____________________
   The second group of people are ____________________
2. Their ideas about rabbits are different.
   First group's ideas: ____________________
   Second group's ideas: ____________________
3. In order to link these different ideas the writer uses the word: ____________________
4.

Rabbits are prolific breeders

The female produces several litters a year.

The ideas in these two boxes are similar. The writer links them with the word: ____

5. 'the rabbit population is limited'-What is the reason for this? ____________
6. The reason is introduced by the words: ________________

Activity 11

Read text 5 below and answer the questions:

Text 5

> The plants in the sea have plenty of water and carbon dioxide, plenty of salts and quite a lot of sunlight. It is not surprising then that there are a great many plants on the sea's surface. Some of these plants are the great seaweeds. They are easy to see, but many, many more of them are so small that they can only be seen with a microscope. They float in the top layers of the seas and they are found all over the world. They are the source of all energy in the oceans.

1. **'Wh-' indirect reference question**

   What is the source of all the energy in the oceans?

2. **Blank filling**

   'They' (line 5) refers to ___________

3. **Line drawing**

   Circle 'They' (line 4) and draw a line to what it refers to.

(adapted from Williams: 1984)

B. Paragraph level

Activity 12

Divide the following sentences into **sense groups.**

Here is a possible way of doing it.

> You must excuse/a letter from somebody/you may this morning/not even remember./ It is the lonely young man/with the black face/beside the door/to whom/you were so kind/last night./I have only just returned/from Cambridge,/to Calcutta,/and know no one here./It was a real ordeal/to find myself/at Government House,/at such a large party,/all alone in the world.
>
> (From **Letters of an Indian Judge to an English Gentlewoman**)
> (Futura; 1970)

Do the same for Text 6, passage A and B

Text 6

PASSAGE A: Roads

The modern motorway is an extreme example of the road being adapted to the requirements of the traffic it is to carry. For a long time effort was devoted to designing vehicles adapted to road conditions and, in the absence of any serious public investment in road building, such an attitude was understandable. And even as late as the 1960s a French company produced a car fitted with an hydraulic mechanism that allowed the driver to alter the height of the car above the road, depending on the quality of the surface.

PASSAGE B: How Cities Began

The precise reasons for the original "invention" of cities ---if such a term can be applied to what must have been an extended process --- must be sought more in the realms of speculation than deduced from observable facts. Certainly an important early step must have been the development of settled agriculture in which the cultivation of cereals was an important element. Not only did this allow the production of a sufficiently large surplus of storable food, but the higher densities of rural population and the greater intensity of agricultural production which eventually developed also made it easier to assemble the surplus necessary to support an urban population. As a result, a small proportion of the total population could be freed from the cares of actual food production and enabled to live in larger settlements than had ever been found before, thus allowing the concentration of groups of specialist artisans and other non-agricultural workers, who formed an essential element in the first truly urban communities.

Activity 13

Read text 7 (Passages A & B) and in each of them underline the sentence which does not belong.

Text 7

Passage A

In 1816, when she was 19, Mary Wollestonecraft was staying in Switzerland with her future husband - Shelley - and Lord Byron. They had read German short stories and decided to try to write their own. The result was a tale written by Mary and called 'Frankenstein'. It is the story of a scientist who creates a monster which will eventually destroy its creator. It was probably one of the first works of science-fiction. Mary's mother, Mary Godwin, had been one of the first feminists.

Passage B

Mandrakes are plants that grow in Southern Europe. People used to associate them with magic and witchcraft. Mandrake juice was used by witches in lotions supposed to cause hallucinations. The flowers of the mandrake are white and the berries bright yellow. According to popular belief mandrake roots induced fertility in women and also grew under the gallows after a man had been hanged.

Activity 14

Can you **reorder the sentences** so as to form a coherent paragraph?

a. We should not dismiss Malthus too quickly however.

b. But certain directions of developments are clear and suggestive of our future problems.

c. There are few people today who agree with the Malthusian theory in its original form.

d. It is hard enough to understand those we already face.

e. A large part of the world population still lives in hunger, just above starvation level.

f. No one can predict exactly what our main problems will be in the next generation or two.

g. The reason may be that he didn't know about the advances in technology and transportation which have increased food production and made it possible to use in one part of the world what has been produced in another.

h. One certainly will be the difficult balance between man and the natural resources on which he depends.

i. Because of these historical facts, the English economist Robert Maltthus declared in 1798, that population tends to grow more quickly than food supplies.

j. Despite the enormous increase of the world population since his day, his theory is no longer feared.

k. Time after time, the population of certain areas has developed so quickly that there was not enough food available, which brought about starvation and social disorders.

l. In the foreseeable future, world food production will be enough for the population.

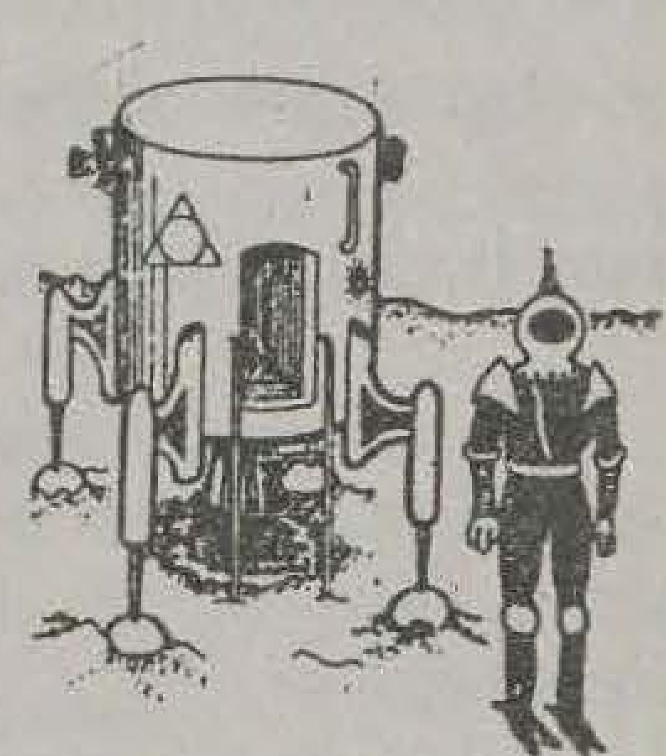
Now look at the text again and underline all the words and expressions that helped you find the articulation of the passage.

Group Activity 15 (Read and draw)

Below is a description of a spaceship (text 8) by somebody who said he had seen it--an eyewitness. With it there is a drawing of the spaceship. Read the eyewitness's account and write down the sections of it that do not correspond to the drawing. Then rewrite those sections so that they do correspond. Notice what changes in grammar and vocabulary you make in your corrections.

Text 8

The spaceship was about two meters high. It was round at the bottom and pointed at the top. The craft was supported by three legs which were taller than the main body of the ship. I saw a small green man with two horns who had probably jumped from the ship as there was no ladder. I remember clearly a mysterious sign on the side of the craft. It showed a triangle surrounded by a circle. I am sure this is a message to people on Earth.



Instructions

- The students first work on this activity individually.
- The class divide into groups of 6 - 8 students.
- After discussion (i.e. agreeing and disagreeing) they make the final draft of the corrected version of the text.
- Each group presents it to the rest of the class.
- The teacher notes the responses of each group and writes it on the blackboard.
- The teacher discusses each one and gives the correct version.

Chronological sequence in a text

Activity 16

Read text 9 and complete the sentences with one of the following words:-
after, when, since, while, during, as soon as, before.

Text 9

THE GINGERBREAD MAN

Once, in a little old house in the woods, there lived a little old woman and a little old man.

While the little old man was outside in the yard, the little old woman was inside baking a gingerbread man with currants for eyes and raisins for buttons.

Before she could take it out of the pan, the gingerbread man jumped up, bounced out the door, and ran down the path.

"Stop! Stop!" cried the little old woman and the little old man, running after him into the woods.

But the gingerbread man!" laughed, and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!".

He ran past a long eared rabbit and a little brown bear. "Stop! Stop!" called the surprised rabbit and the hungry bear.

But the gingerbread man laughed again. and said, "Run, run, as fast as you can't catch me, I'm the gingerbread man! I ran away from the little old woman and the little old man, and I can run away from you! I can, I can!"

Next he ran past a woodcutter, who dropped his axe and joined the chase.

The gingerbread man even laughed at the woodcutter.

"Run, run, as fast as you can! You can't catch me, I'm the gingerbread man! I ran away from the little old woman and the little old man, the long eared rabbit and the little brown bear, and I can run away from you! I can, I can!"

And he did, until he came to a stream that was too wide to cross without getting wet and soggy. "Jump on my tail!" offered a sly fox, wading into the stream.

"Since your tail is far from your mouth, I shall!" said the gingerbread man. And he straddled the tip of the fox's nice dry tail for tne ride across.

But the stream was deep, and soon the fox's tail got wet. "Jump on my back!" said the sly fox. Next thing you know, his back was in the water too. The gingerbread man jumped to the fox's head, and then to his nose. Snip, snap---the fox ate him up.

And after all, that's what a gingerbread man is for!

1. ________ the old woman could take it off the pan, the ginger man ran into the woods.
2. He ran past the woodcutter ________ he passed the little brown bear.
3. ________ he ran past the woodcutter, he also joined the chase.
4. ________ he was running, he kept shouting "Run, run! as fast as you can!
5. ________ the chase, he jumped on the tail of the sly fox.

(Pair work)

Activity 17

Rearrange the **jumbled sentences** in different sections (text 10) to make a short story. When you finish compare with your partner.

Text 10

STRIP STORIES

1. A man want to his lawyer to complain about his bill.
The man said, "Thank you. It's so nice to meet a fellow thief!"
The lawyer then gave him a 75% discount.
The man said that he belonged to the same profession.
The lawyer said that the bill was the usual fee for legal services.

2. The manager of the theater told her that dogs were not allowed in the theater.
The woman bought 2 tickets and went towards the door with the dog.
An extraordinary thing happened the other day.
The woman said that the dog liked the movie very much but enjoyed the book much better.
After the movie was over, the manager told the woman how well-behaved the dog was.
A young woman went to the best movie theater in the city.
She had an enormous dog with her.
The woman promised that if the dog misbehaved she would leave the theater immediately.

3. The second man said angrily, "Are you following me"?
They used to take the same train to work every day.
Once there were two men who did not know each other.
"No," said the first man. "I take the same train as you every day."
One day the first man spoke to the second man.
You sit in the same seat and you read the same newspaper."
"Your life must be dull. You take the same train every day."

4. The President said, "You haven't had 20 years experience; you've had one year's experience 20 times"
The other man was so angry, he went to see the President of the company.
He thought he would be promoted in his job, but he never was.
After one year the new man was promoted.
A new man came to work for the company.
"Why did you promote the new man after one year, while I never got a promotion after 20 years?"
A man once worked for a company for a long time.

(Pairwork)

Activity 18

Rearrange the paragraphs to make meaningful compositions. Supply a **title**. When you finish compare with your partner.

Text 11

SCRAMBLED COMPOSITIONS

1. TITLE: ______________________________

Why is English useful for international communication? For one thing, many books and papers in special fields are in English. As a result, specialists in these fields often learn English. Specialists from different countries can use their English for international communication. English is truly a world language.

You are a doctor of medicine from Japan. You are at an international meeting in Switzerland. You want to communicate with a doctor from Senegal. What language do you speak with him? The answer is probably English.

Today, nearly 600 million people around the world use the English language. Only half of these people speak English as their first language.

2. TITLE: ______________________________

The wings of honeybees beat at the amazing rate of 200 times per second. That's why bees buzz! Bees use their wings inside the hive to create good air circulation during warm weather. In winter, the beating of bees' wings keeps the hive warm.

The queen bee lays eggs daily twice her own weight; the drones or male bees mate with young queens; and the workers, or females, act as nurses, guards, room builders, and gatherers of food. These workers make 37,000 trips to find flower nectar, and carry it back to the hive to make 500 grams of honey.

An average beehive contains more than 50,000 rooms (cells) and more than 35,000 busy bees. Each bee has its own special job.

Bees buzz, but they don't know it. Most authorities believe that bees are deaf!

3. TITLE: ______________________________

As a bat flies through the air, he sends out a series of sounds, thirty to sixty per second. The sounds cannot be heard by the human ear. If the sounds hit an object, they bounce back, like an echo. The bat's ears, which can hear sounds as high as 100,000 vibrations per second pick up the sounds. These returned sound signals tell the bat where the object is located.

Bats are the only flying mammals in existence. Noted for their extremely poor vision, bats have no trouble flying on the darkest nights and catching the insects that they eat. How do bats manage to fly and see at night? They fly by radar!

The bat's radar system works on the same principle as the one that ships and airplanes use. Like the radio signals sent by a ship or airplane, the bat also sends signals that bounce back when they strike an object.

The bat's radar system is very precise. Tests have been made with bats in a crowded room. Blind in the light, the bats could fly about the room and never touch any object!

4. TITLE:____

One silly question I simply can't stand is "How do you feel?" Usually the question is asked of a man in action---a man on the go, walking along the street, or working up a storm at his desk. So what do you expect him to say? He'll probably say, "Fine, I'm all right, "but you've put a bug in his ear---maybe now he's not sure. If you're a good friend, you may have seen something in his face, or his walk, that he overlooked that morning. It starts him worrying a little. First thing you know, he looks in a mirror to see if everything is all right, while you go merrily on your way asking someone else, "How do you feel?"

Every question has its time and place. it's perfectly acceptable, for instance, to ask "How do you feel?" if you're visiting a close friend in the hospital. But if the guy is walking on both legs, hurrying to make a train, or sitting at his desk working, it's no time to ask him that silly question.

When George Bernard Shaw, the famous playwright, was in his eighties, someone asked him "How do you feel?" Shaw put him in his place. "When you reach my age," he said, "either you feel all right or you're dead."

(adapted from Bouchard: 1987)

How a description is organized

Activity 19

Read the following passages (text 12) and decide which type (s) of organization they represent.

down up	up down	outside inside	inside outside	details general impression	general impression details
1					
2					
3					
4					
5					

Can you think of other ways the details could be organized?

Text 12

Dearest Meg.

It isn't going to be what we expected. It is old and little, and altogether delightful - red brick. We can scarcely pack in as it is, and dear knows what will happen when Paul (younger son) arrives tomorrow. From hall you go right or left into dining-room or drawing-room. Hall itself is practically a room. You open another door in it, and there are the stairs going up in a sort of tunnel to the first floor. Three bedrooms in a row there, and three attics in a row above. That isn't all the house really, but it's all that one notices - nine windows as you look up from the front garden.

(From E.M. Forster: **Howards End** (Penguin 1941))

2. The largest building, in the very centre of the town, is boarded up completely and leans so far to the right that it seems bound to collapse at any minute. The house is very old. There is about it a curious, cracked look that is very puzzling until you suddenly realize that at one time, and long ago, the right side of the front porch had been painted, and part of the wall - but the painting was left unfinished and one portion of the house is darker and dingier than the other. The building looks completely deserted: Nevertheless, on the second floor there is one window which is not boarded: sometimes in the late afternoon when the heat is at its worst a hand will slowly open the shutter and a face will look down on the town.

(From C. McCullers: **The Ballad of the Sad Cafe** (Penguin, 1963))

3. I entered. It was a very small room, overcrowded with furniture of the style which the French know as Louis Philippe. There was a large wooden bedstead on which was a billowing red eiderdown, and there was a large wardrobe, a round table, a very small washstand, and two stuffed chairs covered with red rep. Everything was dirty and shabby. There was no sign of the abandoned luxury that Colonel Mac Andrew had so confidently described.

(From W. Somerset Maugham: **The Moon And Sixpence** (Pan, 1974))

4. The house itself was long and low, as if a London house holidaying in the country had flung itself asprawl; it had two disconnected and roomy staircases, and when it had exhausted itself completely as a house, it turned to the right and began again as rambling, empty stables, coach house, cart sheds, men's bedrooms up ladders, and outhouses of the most various kinds. On one hand was a neglected orchard, in the front of the house was a bald, worried-looking lawn area capable of simultaneous tennis and croquet, and at the other side a copious and confused vegetable and flower garden...

(From H. G. Wells: **Marriage** (Macmillan and Co, 1912))

5. Woodleigh Bolton was a straggling village set along the side of a hill. Galls Hill was the highest house just at the top of the rise, with a view over Woodleigh Camp and the moors towards the sea... The house itself was bleak and obviously Dr. Kennedy scorned such modern innovations as central heating. The woman who opened the door was dark and rather forbidding. She led them across the rather bare hall and into a study where Dr. Kennedy rose to receive them. It was a long, rather high room, lined with well-filled book shelves.

(From Agatha Christie: **Sleeping Murder** (Bantam, 1976)

(adapted from Grellet: 1981)

Logical structure

Example

	LOGICAL STRUCTURE	
The hot deserts in the world have several characteristics in common.	Introduces and identifies a list	**Nature of list** = characteristics of deserts
They all have an annual rainfall of less than ten inches.	Specifies item 1	**Item 1** = rainfall less than 10 inches
There are also great differences between day and night temperatures.	Specifies item 2	**Item 2** = differences between day and night temperatures
In addition, they are inhabited by plants and animals which have adapted to the lack of water.	Specifies item 3	**Item 3** = presence of animals and plants which have adapted to lack of water

The information in the paragraph is organized in the form of a list. Sentence 1 introduces the list and identifies it. (It is a list of the characteristics of deserts). Sentences 2,3 and 4 each identify an item in the list.

Activity 20

Study the following paragraph and complete the diagram to show its logical structure.

> There are several factors affecting climate. One factor is the amount of sunlight received. Altitude, or the height above sea level, also determines climate. The oceans have an effect on the climate of adjacent land. In addition, climate is influenced by the general circulation of the atmosphere.

(adapted from British Council: 1987)

Activity 21

The instructions with pictures have been **jumbled up** in text 13. Rearrange the instructions in the correct order by numbering the pictures. First do Part A, then Part B.

Womens' Own

Part A

Text 13

Propagation: Dividing Plants

This is perhaps the easiest way to increase plants. Eventually, many houseplants become congested, the pot packed with stems and roots. Many plants that eventually grow very large can be continually repotted into larger pots, but some become congested and are better removed from their pots, divided into small pieces and repotted.

Houseplants mainly grown for their attractive foliage are best divided in spring. Some flowering types witha perennial nature are also increased in this way, as soon as their flowers fade but prefer-

DIVIDING A MOTHER-IN-LAW'S TONGUE



It is possible to split a mother plant into sevaral pieces, but take care not to damage the roots. Place the plants in light shade until the roots are established and absorbing water.



Select a clean pot and place potting compost in its base. Adjust its level so that when repotted the young plant is at the same level as it was previously. Spread out the roots.

GREEN FINGERS

DIVIDING A PEACE LILY

Part B



Hold a young plant in the centre of a clean pot and trickle fresh potting compost around the roots. Firm the potting compost and ensure the plant is at the

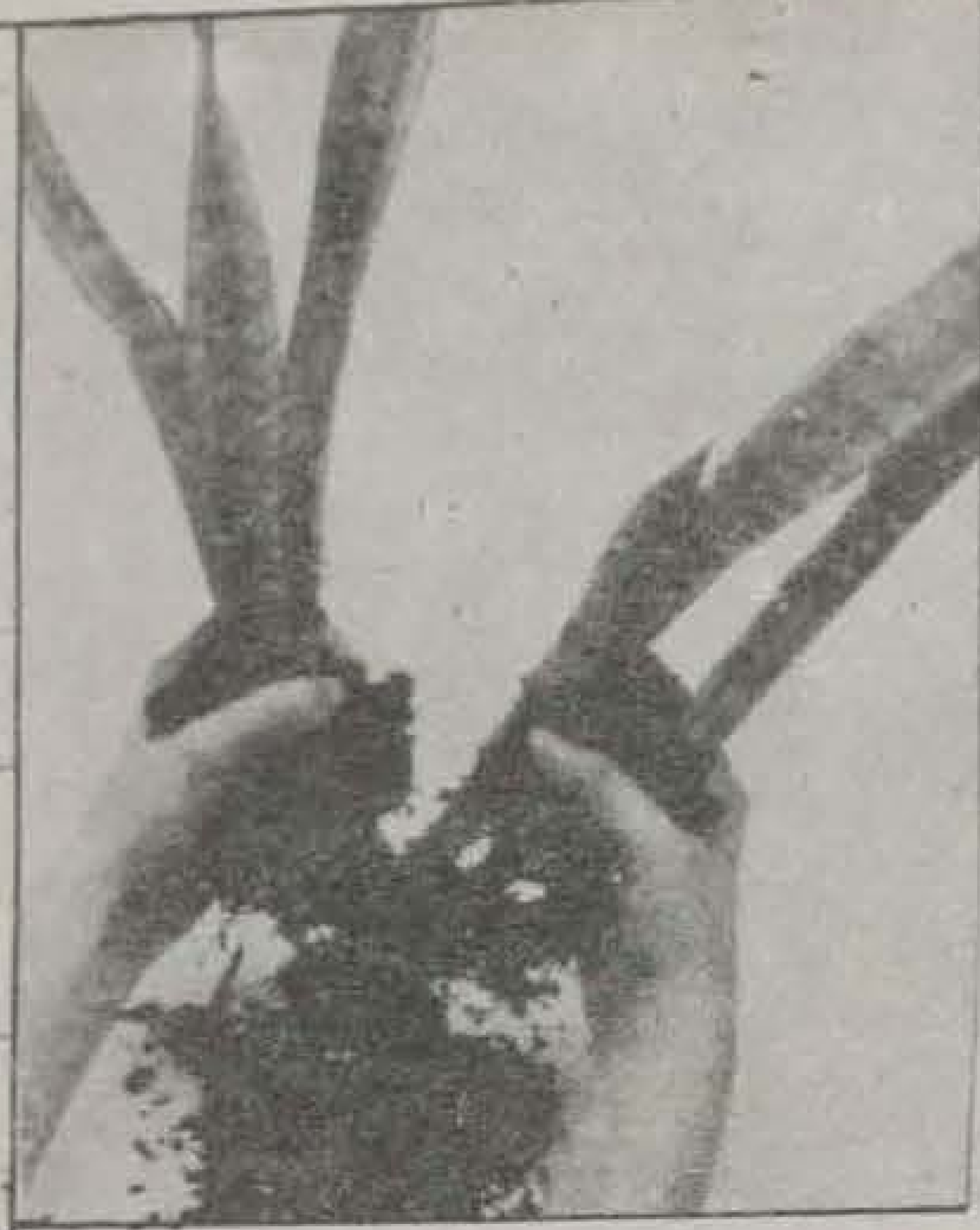


Water the plants from above and place in gentle warmth. It may be necessary to shade plants from strong sunlight until roots are established and absorbing water. Do not water the plant until the compost has started to dry.



Evidence that division is needed is indicated by a mat of roots around the root-ball. A mass of white roots indicates that the plant is healthy and growing strongly.

Sameera Durrani



The yellow-edged form Sansevieria urefasciate 'Laurentil' must be increased by division if the yellow edge is to be perpetuated. Gently pull the root-ball and stems into several pieces.



Ensure the plant is in the centre of the pot and firm potting compost around the roots. Leave a 12mm/1/2 in gap between the potting compost and that pot's rim.

ably in spring. Flowering plants that finish flowering in autumn are best divided in spring. Division in spring enables young plants to become established during summer, while growing strongly.

Congested houseplants usually have developed from one plant, originally central in the pot. Therefore, when dividing plants inspect the centres and if old, discard them.

Plants suitable for division include...

Peacock Plant
Spider Plant
Umbrella Grass
Ferns
Common Ivy Prayer Plant
Bead Plant
Palms
Mother-in-Law Plant
African Violet
Peace Lily



Using fingers, tease and pull apart the root-ball into several substantially-sized pieces. It may be necessary to cut some roots, but never use a knife to slice through a plant.



This congested Peace Lily (Spathiphyllum Wallisii) is best divided in spring. Remove the soil-ball from the pot by inverting the plant and tapping the rim on the edge of a firm surface.

Activity 22

1 Look at the following title and picture. What kind of an animal is the unicorn? What are its habits and characteristics? What do you think is the man's attitude towards it?

The Unicorn in the Garden

by James Thurber



Group Activity

2. Now work in groups, each group having only **one** of the passages that follow.

In your group, follow these steps:

- read the passage carefully
- sum up what it is about for the other groups
- try to guess how it is situated in the whole text (e.g. does it come before or after the passage just summed up by one of the other groups? Why? What words, expressions or ideas can help you to justify your opinion?)
- discuss all this with the other groups until you can **reconstitute the whole story,** from beginning to end.

Group A

As soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a gloat in her eye. She telephoned the police and she telephoned a psychiatrist; she told them to hurry to her house and bring a straight-jacket.

Group B

She opened one unfriendly eye and looked at him. 'The unicorn is a mythical beast,' she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there, he was now browsing among the tulips. 'Here, unicorn,' said the man, and he pulled up a lily and gave it to him. The unicorn ate it gravely.

Group C

At a solemn signal from the psychiatrist, the police leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into the straight-jacket, the husband came back into the house.

Group D

'Did you tell your wife you saw a unicorn?' asked the police. 'Of course not,' said the husband. 'The unicorn is a mythical beast.' 'That's all I wanted to know.' said the psychiatrist. 'Take her away. I'm sorry, sir, but your wife is as crazy as a jay bird'. 'So they took her away, cursing and screaming, and shut up her up in an institution. The husband lived happily ever after.

Group E

When the police and the psychiatrist arrived, they sat down in chairs and looked at her, with great interest. 'My husband,' she said, 'saw a unicorn this morning. 'The police looked at the psychiatrist and the psychiatrist looked at the police. 'He told me it ate a lily, 'she said. The psychiatrist looked at the police and the police looked at the psychiatrist. 'He told me it had a golden horn in the middle of its forehead, 'she said.

Group F

Once upon a sunny morning, a man who sat at his breakfast looked up from his scrambled eggs to see a white unicorn with a gold horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and woke her. 'There's a unicorn in the garden. 'he said. 'Eating roses.'

Group G

With a high heart, because there was a unicorn in his garden, the man went upstairs and roused his wife again. The unicorn. 'he said, 'ate a lily.'

(adapted from Grellet, 1981)

(Pair work)

Activity 23

In text 14 below the paragraphs have been **jumbled**. Rearrange the paragraphs in the right order in the table below:

(From **The Artificial World Around** us by Lucy Kavaler)

Text 14

Making artificial diamonds

a. 'It should be possible to make a precious stone that not only looks like the real thing, but that **is** the real thing', said a chemist many years ago. 'The only difference should be that one crystal would be made by man, the other by nature.'

b. Building a pressure chamber that would not break under these conditions was a fantastically difficult feat, but eventually it was done. The scientists eagerly set to work again. Imagine their disappointment when, even with this equipment, they produced all sorts of crystals, but no diamonds. They wondered if the fault lay in the carbon they were using, and so they tried a number of different forms.

'Every time we opened the pressure chamber we found crystals. Some of them even had the smell of diamonds', recalls one of the men who worked on the project. 'But they were terribly small, and the tests we ran on them were unsatisfactory.'

c. It should be possible, but for one hundred and fifty years every effort failed. During this period, nonetheless, several people believed that they had solved the diamond riddle. One of these was a French scientist who produced crystals that seemed to be the real thing. After the man's death, however, a curious rumour began to go the rounds. The story told that one of the scientist's assistants had simply put tiny pieces of genuine diamonds into the carbon mixture. He was bored with the work, and he wanted to make the old chemist happy.

d. At first this did not seem like a particularly hard task. Scientists began to try making synthetic diamonds towards the end of the eighteenth century. It was at this time that a key scientific fact was discovered: diamonds are a form of carbon, which is a very common element. Graphite, the black mineral that is used for the 'lead' in your pencil, is made of it, too. The only difference, we know today, is that the carbon atoms have been packed together in a slightly different way. The chemists were fired with enthusiasm: Why not change a cheap and plentiful substance, carbon, into a rare and expensive one, diamond?

e. The first real success came more than sixty years later in the laboratories of the General Electric Company. Scientists there had been working for a number of years on a process designed to duplicate nature's work. Far below the earth's surface, carbon is subjected to incredibly heavy pressure and extremely high temperature. Under these conditions the carbon turns into diamonds. For a long time the laboratory attempts failed, simply because no suitable machinery existed. What was needed was some sort of pressure chamber in which the carbon could be subjected to between 800,000 and 1,800,000 pounds of pressure to the square inch, at a temperature of between 2200^{O} and 4400^{O}F.

f. 'The jewels we have made are diamonds', says a physicist, 'but they are not very beautiful. Natural diamonds range in colour from white to black, with the white or blue-white favoured as gems. Most of ours are on the dark side, and are quite small.'

g. This time the carbon was mixed with iron before being placed in the pressure chamber. The

pressure was brought up to 1,300,000 pounds to the square inch and the temperature to $2900^{O}F$. At last the chamber was opened. A number of shiny crystals lay within. These crystals scratched glass, and even diamonds. Light waves passed through **them** in the same way as they do through diamonds. Carbon dioxide was given off when the crystals were burned. Their density was just 3.5 grams per cubic centimeter, as is true of diamonds. The crystals were analysed chemically. They were finally studied under X-rays, and there was no longer room for doubt. These jewels of the laboratory were not like diamonds; they were diamonds. They even had the same atomic structure. The atoms making up the molecule of the synthetic crystal were arranged in exactly the same pattern as they are in the natural.

h. The scientists went on working. The idea was then brought forward that perhaps the carbon needed to be dissolved in a melted metal. The metal might act as a catalyst, which means that it helps a chemical reaction to take place more easily.

i. You have probably heard about the alchemists who for centuries tried to turn plain lead or iron into gold. They failed, because gold is completely different from lead or iron. Transforming carbon into diamonds, however, is not illogical at all. This change takes place in nature, so it should be possible to make it happen in the laboratory.

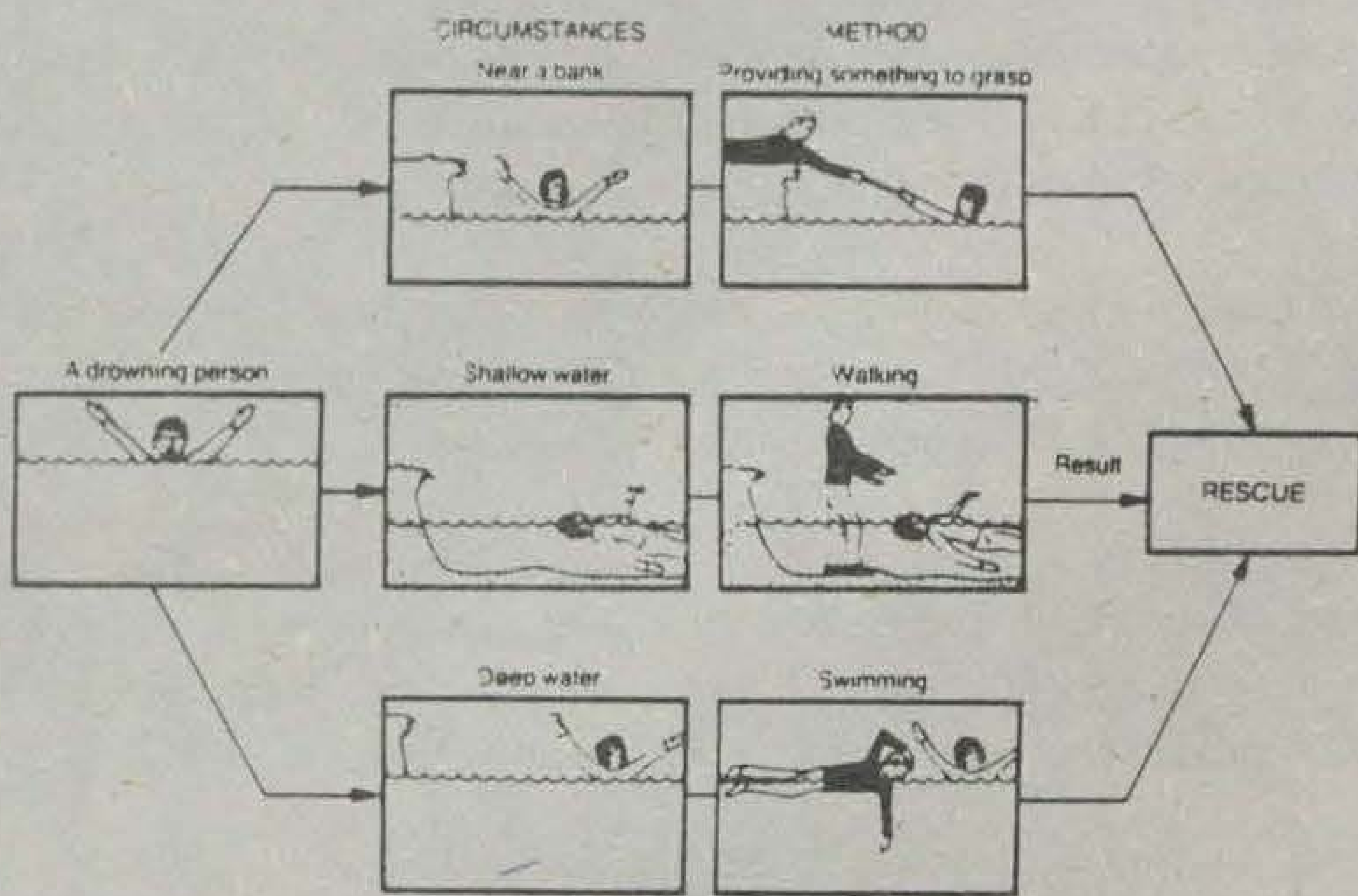
Paragraphs	Correct sequence/order.
a	1
b	
c	
d	
e	
f	
g	
h	
i	

(Note the first one has been done for you)

Activity 24

These pictures summarize the following passage.

1. Study the pictures and the passage (text 15) and write a suitable title.



Text 15

Rescuing a person near a bank

Rescuing a person who is near a bank the rescuer does not need to be a swimmer or have any special training. the best method is to give the person something to grasp. From a low bank a drowning person can be saved simply by extending a hand or a foot. If the drowning person is too far away. One end of a sweater or a cord may be extended.

Rescuing a person who is in shallow water.

In shallow water the rescuer can walk as far as necessary to reach the drowning person. He must be careful not to get into deep water. There is a very important principle in rescuing with the hand. The rescuer should always grasp the victim and not allow the victim to grasp him.

Rescuing a person in deep water

A person indeep water can be rescued by a skilled swimmer. The rescuer has to grasp the victim and pull him to safety. The simpiest method is by swimming on ones side. The rescuer pulls the victim by his hair.

2. Read the passage again and answer the following questions:
   1. What training is necessary to rescue a victim near a bank?
   2. What training is necessary to rescue a victim in deep water?
   3. What principle is important when rescuing with the hand?
   4. In a swimming rescue, what part of the victim does the rescuer grasp?

(adapted from British Council: 1979)

Activity 25

Identify the following points in the short story: "The Necklace" by Guy De Maupassant. (Note: This short story is in your textbook **'A Selection of Short Stories and One - Act Plays**.' You can have more practise by doing a similar activity with some other short story of your choice.)

1. **abstract:**

   A short summary of the story that narrators generally provide before recounting the story proper.

2. **orientation:**

   Serves to identify in some way the time, place, persons and their activity or situation and occurs just before the first narrative clause. Sometimes includes an elaborate portrait of the main chracter.

3. **complicating action:**

   Begins with the first narrative clause and constitutes the core of the narrative. A narrative clause contains a simple preterite verb or a verb in the simple present. Here is a minimal narrative containing four narrative clauses: - "well, (1) this person was very angry and (2) he attacked me and (3) my friend came in and (4) he stopped it.

4. **evaluation:**

   Evaluation is important because the evaluation consists of all the means a narrator uses to stress the point he is getting at. Evaluation devices are often strung throughout the narrative. Sometimes evaluation is commentary. All intensifiers and comparators are evaluation: gestures by the story letter, repetitions, interjections.

5. **resolution:**

   Generally signalled by the last narrative clause.

6. **coda:**

   The coda's general function is to close off the sequence of complicating actions and none of the events that follow it are important to the narrative.

   Also a coda leaves the reader with a feeling of satisfaction and completeness that all matters have been rounded off and accounted for.

(Labov:)

UNIT III

Comprehension : Understanding Meaning

III. A

Main Ideas

Main idea getting which is the ability to determine which idea is most important and which ideas are subordinate to other ideas, is essential if the reader is to understand and mentally organize written information. This involves not only a **global strategy** if the reader is involved in long passages such as chapters in a textbook, but also **specific skills** in studying paragraphs and short passáges.

Techniques for comprehension of general Ideas and specific facts:-

1) The first kind of organization is that built around a **main idea** which is then developed throughout the text. It is often found in newspaper articles where the **first paragraph** usually sums up the main point, the rest of the text consisting of expansion of various kinds.

2) One finds this organization **within the paragraph,** in all kinds of texts. Readers should look at **topic sentences** at the 'beginning' of the paragraph or middle or end. In eighty to ninety percent of nonfiction writing the topic sentence of a paragraph is the **first sentence.**

Various activities have been included in this section to help develop this skill in the students. They include underlining, locating the topic sentence, matching the topic sentence to the correct paragraph, and writing marginal notes.

III. B

Inferencing and Deducing

In the normal course of reading it is quite natural for readers to come across words which are unfamiliar. This section has been designed to help students to overcome this difficulty by learning to ignore words which are not essential for comprehension and to learn techniques to **infer** and **deduce** the meaning and use of unfamiliar words that really stand in the way of comprehension.

Techniques to use to deal with new words

1. **Word - Formation:** Students should be aware and understand the meaning of **affixes** or **complex words** and the way they are asked to build words.

Common Prefixes: (attached to the beginning of the word)	anti	-	antibiotic
	auto	-	autobiography
	bi	-	bicycle
	hyper	-	hyper-active
	non	-	nonproductive
	un	-	unearth

Common Suffixes: (attached to the end of the word)	sion	-	explosion
	ship	-	friendship
	fy	-	fortify
	ate	-	meditate
	ment	-	government
	ize	-	rationalize
Roots:			
(affixes are one thing roots are another). Many English words contain roots which are not themselves English	aud, audit	-	auditory
	bio	-	biorhythm
	dem	-	democracy
	phon	-	telephone
	tele	-	telephone
	voc	-	vocal

Compound Words

Apart from complex words (i.e, those produced by affixation), students need to understand the patterns of compound words (i.e. those formed by combining two normally independent words eg. wrist watch, house plant, school teacher etc.

2) Contextual clues:

If a student cannot interpret by the methods discussed earlier, he should try and not consult a dictionary as this will not only have a harmful effect on his reading habit, but more seriously interrupt his thought processes. If you wish not to be too dependent on a dictionary you should give more time to:

a. Promote **extensive reading** through which your vocabulary can grow naturally.

b. Develop the skill of **inferring** the meaning of a word by considering the **context.** Many activities have been included in this section, to train students to **infer meaning from context** which will be a powerful aid to comprehension and will ultimately speed up their reading.

Learning to ignore difficult words

One mark of a skilled reader is his ability to decide what he can safely ignore. When tackling a different text, you should have these questions in mind:

Before-reading:

Why am I reading it? more specifically what do I want to get from it?

While-reading:

Do I need to stop and look up the meaning of this word, or can I get the without it?

After - reading

Have I got what I wanted, If not where in the text is the information hidden? Can I get it by looking up any of the unfamiliar words? If so, which?

3. What makes words difficult?

Students should be familiar with the following:

Idioms:

We use the term idiom to mean a lexical item consisting of several words with a meaning that cannot be deduced from the meaning of individual words.

Examples: Seeing red: He was beside himself

When you come across an idiom try and see if you can understand it by looking at the **context** in which it has been used. If not discuss them with each other or with your teacher.

Transfer of meaning

The use of **metaphors** is likely to provide problems because they occur frequently. Try and apply this method which will help you to understand meaning:-

a. Identify the two terms of comparison A and B.

b. Identify the characteristics of A and B that are relevant.

c. Check if your interpretation of the metaphor makes sense in the context.

Synonyms and antonyms

A sophisticated reader must look for distinctions between words rather than similarities . Two words seldom mean exactly the same and the writer probably selected with care the alternative he thought most appropriate.

III.C.

Information - Transfer

INPUT	VISUAL	OUPUT
Reading		Writing
Information Transfer		Information Transfer

The figure above shows how a **'diagram'** or a visual may be built up from information read by the student. The visual then becomes the basis of a second information transfer in which the reader reproduces the information linguistically in a written mode.

Various kinds of activities have been included in this section to help students develop the basic information - transfer strategies used for reading:

They include:

maps and plans

grids and tables

diagrams and charts

This section will also help students in studying courses in their **content** areas, and for their **target needs** in offices, work places etc.

UNIT III A

Main Ideas

Activities

(i) Generalizations and Specific Statements

Activity 1

1. Look at the following statements and classify them according to their degree of generality.

a. Cats are extremely intelligent animals.

b. Siamese cats are believed to be more intelligent than others.

c. My neighbour's Siamese cat is exceptionally intelligent.

d. Some Siamese cats are just as intelligent as dogs.

e. My neighbour's Siamese cat can do all kind of tricks.

Most general	1:
	2:
	3:
	4:
Most specific	5:

2. Below you will find a number of statements. Decide first which ones are **generalizations** and second which ones are more **specific** statements. Then match the generalizations and the examples.

a. When I was young I could think of nothing but becoming a policeman.

b. Do you know the name of the product for which Scotch Tape is but a brand name?

c. The aim of advertisers is to create consumer wants.

d. All children cherish a dream.

e. If the people who originally built many of our Eastern cities had been able to predict the automobile, there would certainly be less traffic problems nowadays.

f. Violence on TV is probably more harmful than we think.

g. Many of the problems one finds in city life result from a lack of proper planning.

h. So effective has brand advertising become that, for some products, the most familiar brand name is used to cover all similar items.

i. A producer of paper handkerchiefs recently launched a campaign to convince people they needed one box of tissues in each room of their house.

Generalizations:						
Specific statements:						

ii. **Main idea of a Passage**

Activity 2

Read text 1 below to find the **main idea** of the passage.

Text 1

The first agent Leamas lost was a girl. She was only a small link in the net work; she was used for courier jobs. They shot her dead in the street as she left a West Berlin cinema. The police never found the murderer and Leamas was at first inclined to write the incident off as unconnected with her work. A month later a railway porter in Dresden, a discarded agent from Peter Guillam's network, was found dead and mutilated beside a railway track. Leamas knew it wasn't a coincidence any longer. Soon after that two members of another network under Leamas' control were arrested and summarily sentenced to death. So it went on: remorseless and unnerving.

(From. J. Le Carre: **The Spy Whe came In From The Cold** (Pan Books, 1964)).

The main idea of this passage is that

a. the police couldn't stop the murders of Leamas' men.

b. Leamas couldn't understand why so many people were killed.

c. Leamas knew someone was killing his agents.

d. the murders of Leamas' agents were savage and cruel.

(Grellet: 1981)

Activity 3

Here is the beginning of a short story by Roald Dahl **The Way Up to Heaven** text 2. Skim through it and **underline** the sentence or the words that best sum up the **main idea** of each paragraph (the key words or sentences).

Text 2

The Way Up To Heaven

All her life, Mrs. Foster had an almost pathological fear of missing a train, a plane, a boat, or even a theater curtain. In other respects, she was not a particularly nervous woman, but the mere thought of being late on occasions like these would throw her into such a state of nerves that she would begin to twitch. It was nothing much just a tiny vellicating muscle in the corner of the left eye, like a secret wink, but the annoying thing was that it refused to disappear until an hour or so after the train or plane or whatever it was had been safely caught.

It was really extraordinary how in certain people a simple apprehension about a thing like catching a train can grow into a serious obsession. At least half an hour before it was time to leave the house for the station, Mrs Foster would step out of the elevator all ready to go, with hat and coat and gloves, and then, being quite unable to sit down, she would flutter and fidget about from room to room until her husband, who must have been well aware of her state, finally emerged from his privacy and suggested in a cool dry voice that perhaps they had better get going now: had they not?

Mr. Foster may possibly have had a right to be irritated by this foolishness of his wife's, but he could have had no excuse for increasing her misery by keeping her waiting unnecessarily. Mind you, it is by no means certain that this is what he did, yet whenever they were to go somewhere, his timing was so accurate - just a minute or two late, you understand and his manner so bland that it was hard to believe he wasn't purposely inflicting a nasty private little torture of his own on the unhappy lady. And one thing he must have known - that she would never dare to call out and tell him to hurry. He had disciplined her too well for that. He must also have known that if he was prepared to wait even beyond the last moment of safety, he could drive her nearly into hysterics. On one or two special occasions in the later years of their married life, it seemed almost as though he had wanted to miss the train simply in order to intensify the poor woman's suffering.

Assuming (though one cannot be sure) that the husband was guilty, what made his attitude doubly unreasonable was the fact that, with the exception of this one small irrepressible foible, Mrs Foster was and always had been a good and loving wife. For over thirty years, she had served him loyally and well. There was no doubt about this. Even she, a very modest woman, was aware of it, and although she had for years refused to let herself believe that Mr. Foster would ever consciously torment her, there had been times recently when she had caught herself beginning to wonder.

(From Roald Dahl: **Kiss** (Penguin, 1963)

Activity 4

Read text 3 to answer the questions below.

Text 3

I don't know why UFOs are never sighted over large cities by hordes of people. But it is consistent with the idea that there are no space vehicles from elsewhere in our skies. I suppose it is also consistent with the idea that space vehicles from elsewhere avoid large cities. However, the primary argument against recent extraterrestrial visitation is the absence of evidence.

Take leprechauns. Suppose there are frequent reports of leprechauns. Because I myself am emotionally predisposed in favour of leprechauns, I would want to check the evidence especially carefully. Suppose I find that 500 picnickers independently saw a green blur in the forest. Terrific. But so what? This is evidence only for a green blur. Maybe it was a fast hummingbird. Such cases are reliable but not particularly interesting.

Now suppose that someone reports: "I was walking through the forest and came upon a convention of 7,000 leprechauns. We talked for a while and I was taken down into their hole in the ground and shown pots of gold and feathered green hats. I will reply: "Fabulous! Who else went along?" And he will say, "Nobody," or "My fishing partner." This is a case that is interesting but unreliable. In a case of such importance, the uncorroborated testimony of one or two people is almost worthless. What I want is for the 500 picnickers to come upon the 7,000 leprechauns... or vice versa.

The situation is the same with UFOs. The reliable cases are uninteresting and the interesting cases are unreliable. Unfortunately, there are no cases that are both reliable and interesting.

(From Carl Sagan: **Other Worlds** (Bantam, 1975)

1. Give a **title** to the passage.
2. If you had to pick out **one sentence** in the whole passage to sum up the main idea, which one would you choose?
3. Find the **topic sentence** of each paragraph.
4. Which words of the first paragraph do the second and third paragraph develop?

   2.................................

   3.................................
5. Find at least one instance of:
   - an illustration:...
   - a restatement of an idea just mentioned:......................
6. What words are used to introduce the two illustrations given in the text? ....

   What words are used to introduce the conclusions drawn from these illustrations?
7. The following points are all mentioned in the text. Next to each of them, write down **M** if you think it represents a **main idea** in the passage and **S** if you think it is only a non-essential, **supporting detail:**
   - Space vehicles from elsewhere avoid large cities.
   - The primary argument against recent extraterrestrial visitation is the absence of evidence.
   - The author is emotionally predisposed in favour of leprechauns.
   - The fact that 500 picnickers saw a green light in the forest is terrific.
   - The green blur might have been a hummingbird.
   - Cases such as that of the picnickers are not interesting.
   - Someone said the leprechauns took him down their hole.
   - The man said his fishing partner was with him.
   - The reliable cases are uninteresting and the interesting cases are unreliable.

Topic Sentences

Activity 5

Read text 4 below to answer the questions:

Text 4

Calculator, calendar and clock

Even the cheapest and least complicated digitals are minor miracles of modern technology. They replace the traditional hands, springs and cogs with flickering digits and electronic circuits.

Some just display hours, minutes and seconds, but many function like baby computers. At the push of a button you can check the time in New York or New Dehli, see exactly how long Mario Andretti takes to lap a race track, set a small but shrill alarm or even programme the watch, months in advance, to flash out a reminder about birthdays and other special dates. Some digitals have calendars that **know** all about leap years and will remain accurate well into the 21st century.

Quartz, one of the world's most common minerals, lies at the heart of every digital watch. Almost a century ago, scientists discovered that quartz crystals vibrate at an absolutely constant frequency when an electric current is passed through them. But quartz digital watches did not become practical until miracles of miniaturisation were developed to save weight and room in spacecraft. The typical watch crystal, powered by a battery the size of a fingernail, vibrates 32.768 times every second. The vibrations are fed into a tiny 'chip' - little bigger than the end of a match - which is crammed with more than a thousand transistors and other components. This microscopic maze is the watch's **brain** and can be designed to store a remarkable amount of information. But its most important single function is to keep dividing the vibrations by two until the quartz is pulsing precisely once every second.

Battery, crystal and chip combine to produce remarkably accurate watches whose time keeping rarely strays by more than one or two seconds each month. They also tend to be very reliable, thanks to the absence of all the ticking machinery packed into a conventional clock work watch.

If you fancy a digital watch, ask yourself how many of the tricks it performs are likely to be of genuine value. It makes no sense to spend extra money on what could become gimmicks once the novelty has worn off. (From **The Observer Magazine**)

Below, you will find the **topic sentence** of each paragraph of the text. Write underneath each of them.

a. what expansions appear in the rest of the paragraph

b. what kind of relation these expansions have to the topic sentence (e.g. illustration, cause, consequence, supporting detail, rewording of the same idea, etc.)

TS 1 Even the cheapest and least complicated digitals are minor miracles of modern technology

expansions	relation to **TS**

TS 2 many function like baby computers

expansions	relation to **TS**

TS 3 Quartz, one of the world's most common minerals, lies at the hear of every digital watch.

expansions	relation to **TS**

TS 4 Battery, crystal and chip combine to produce remarkably accurate watches...

expansions	relation to **TS**

(adapted from Grellet: 1981)

(Group activity)

Activity 6

Discuss in groups what would be the **content** of each passage with the following **topic sentence.**

a. He felt sad as he watched the bus leave.

b. Help! Help! she shouted as the next tidal wave rushed towards her.

c. The missionary spoke to us through his interpretor.

d. I will never forget this incident as long as I live.

- Each group should read out their passages related to the topic sentences to the class.

Do it one at a time.

Discuss similarities and differences.

Activity 7

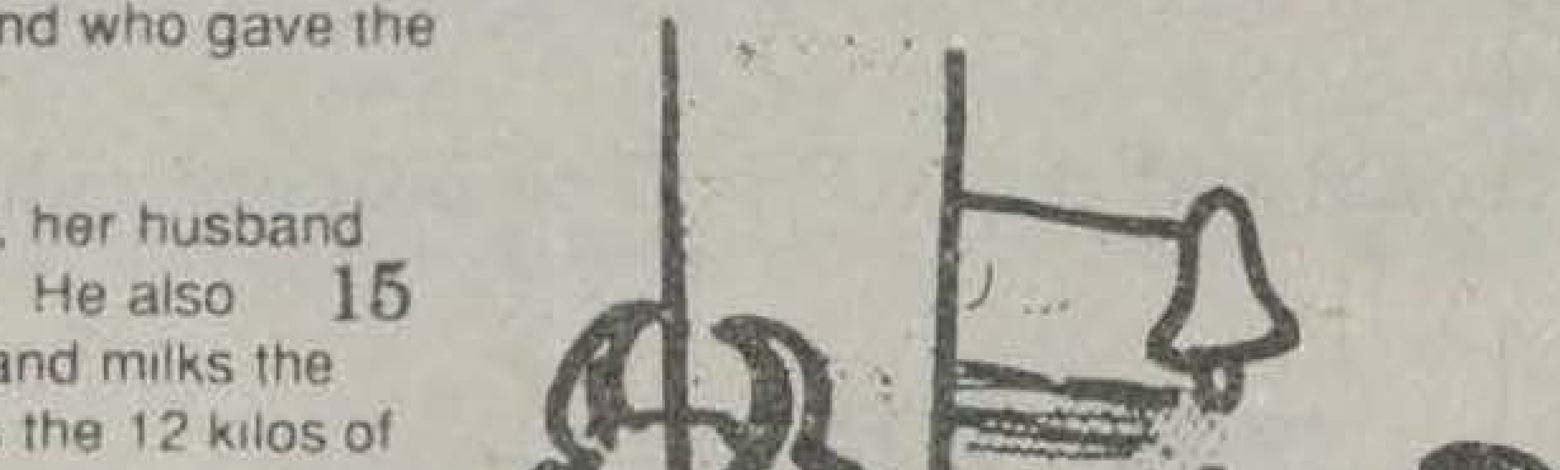
Read the passage (text 5) below to answer questions.

Text 5

FINANCE

Kaneez Bibi is an illiterate woman, the wife of a small owner-tenant of Sohnian. Her husband owned three acres, they leased in four additional acres and tried to make a living for a household of nine. She did all the household chores,
1 helped with the farming, especially the sowing and harvesting of peas and in rice transplantation. For the four acres they leased in, they had to pay Rs 8000 every year. At times they made upto Rs. 5000 in the year over and above the lease money, but these would be the good years, which did not come too often. Usually they were just able to have enough wheat and rice in each season for their subsistence needs.

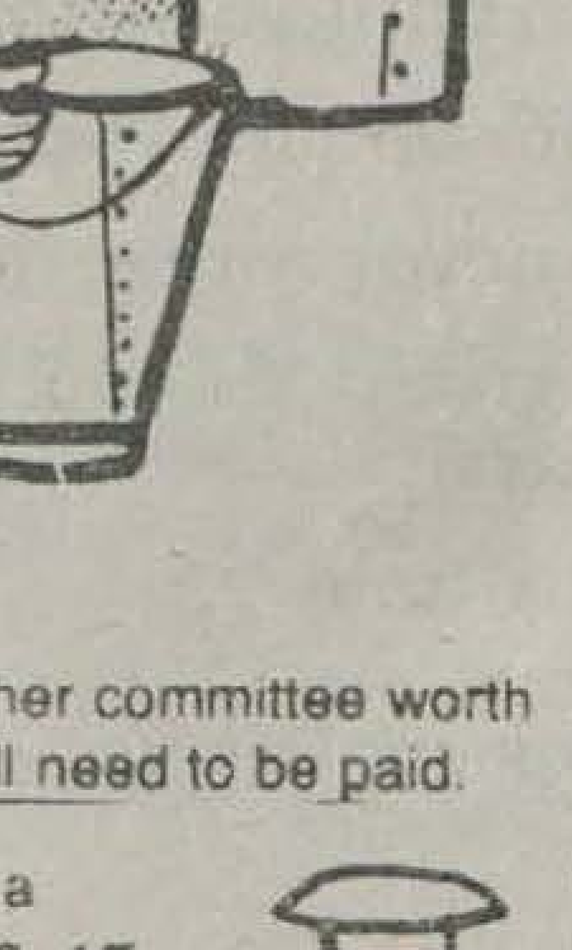
Kaneez took out a loan of Rs. 15,000 from the GADP. She put in Rs. 2000 of her own savings and purchased two buffaloes. It was entirely her own decision. Her husband was not willing
2 in the beginning, but she insisted and took total responsibility. It was her husband who gave the security!



Once Kaneez received the loan, her husband purchased the buffaloes for her. He also brings in the fodder, she cuts it and milks the buffaloes herself. Her son takes the 12 kilos of milk each day to the cantonment area nearby and sells it for five rupees a kilo. After paying
3 Rs 600 per month for feed, she has a net monthly income of Rs. 1200. She keeps four kilos of milk each day for her children. She herself controls the money as her son gives her the whole amount.

She is saving through various "committees", which are indigenous group saving funds. Her contributions are Rs. 500, Rs. 200 and Rs. 100 a month, which over various periods will yield lump sums of Rs. 10,000, Rs. 6000, and Rs. 1000 respectively. In other
4 words, she saves Rs.800 every month and puts it in these group savings along with other women in the village. When one of her committees worth Rs. 6000 "matured", she paid her first instalment (which was Rs. 3625) to the bank, before it was due. She plans to repay the loan as soon as her committee worth Rs. 10,000 matures, so that her total loan is paid off and less interest will need to be paid.

Seeing her success, her brother-in-law has also allowed his wife to take a
5 loan and Kaneez's husband also took a loan to set up a loom for weaving carpets. Her family and neighbours have a very positive attitude towards borrowing from the Bank.



Kaneez plans to expend her business and feels she made a very good decision. She thinks it is a good scheme for poor
6 **women and should be extended throughout Pakistan. Now her husband feels grateful to her for making the decision and says, "You know better what to do." Her husband and son consult her about everything they do. "Now," she says confidently, "I am as important as a son or husband."**

Source: Aurat Foundation research

Illustrations AZ/AF

Topic Sentences	Paragraph No.
a) Her family and neighbours have a very positive attitude towards borowing from the bank.	
b) Kaneez took out a loan of Rs. 15000 from the GADP	
c) Kaneez plans to expand her business and feels she made a very good decision.	
d) She is saving through various "committies", which are indigenous groups saving funds.	
e) Kaneez is an illiterate woman, the wife of a small owner tenant of Sohnian.	
f) Once Kaneez received the loan her husband purchased the buffaloes for her.	

Vocabulary

2) Find the meanings of the following words from the **context**.

a)	illiterate	:	(Line 1)
b)	chores	:	(Line 3)
c)	sowing	:	(Line 4)
d)	leased	:	(Line 5)
e)	subsistence	:	(Line 7)
f)	indigenous	:	(Line 26)
g)	yield	:	(Line 30)
h)	matured	:	(Line 38)
i)	confidently	:	(Line 53)

Activity 8

Read text 6 to answer the questions.

Text 6

An Escaped Leopard

Leopards are large, spotted members of the cat family and are found in many places in Africa and Asia. They are not normally found in the wild in Britain. Recently, however, people living in a small village north of London were alarmed by claims that a leopard had been seen in the area.

A farmer's wife saw the leopard, while she was feeding her chickens. I saw something moving in the wood', she said. "At first I thought it was a dog, then it ran across the field towards me and I recognised it straightaway. When it saw me, it stopped and stared for a few seconds, then turned around and ran back into the wood".

She later telephoned the local police station, bringing up to six the number of reported sightings. A police inspector there, coordinating the reports, admitted that he did not have much experience with wild animals. An expert working with police said that paw prints confirmed that the animal really was a leopard. He advised people, to keep their pets indoors at night, but added that a leopard would not normally attack a human being unless it was cornered. He believed that this leopard had probably escaped from a nearby Safari park zoo. Lord Cleshins, the owner of the park, said that they had nineteen leopards in their collection, and that a check was being carried out.

The hunt for the leopard went on for many weeks, but it was not caught. It is worrying to think that a wild animal is roaming about freely in the countryside.

Exercise 1: Comprehension

1 What sort of claims alarmed people living in the village?
2 What was the farmer's wife doing when she saw it?
3 Where was it?

Exercise 2: Grammar

it was not caught (line 18) the writer says it was **not caught'** instead of **'no one caught it**

Change the following in the same way:

1. The football team lost two games last season.
2. Lightning struck the old oak tree.

Exercise 3: Vocabulary

Give the meaning of the following as they are used in the text:

1. alarmed (line 8)
2. stared (line 8)

Exercise 4: Vocabulary

Find a word or phrase in the text with the same meaning as the following:

1. immediately
2. bringing together

Activity 9

Read the following letter text 8 carefully and complete the reply.

Text 7

35 - Faisal Road
Jhelum

19th November 1993

Dear Mr Haroon

You may remember that on two occasions we have discussed the noise your children make while practising their musical instruments. The last time we talked about the subject you agreed to make sure that they would stop practising in the evenings, and that they would confine themselves to no more than one hour's practice a day.

You can imagine my astonishment, when, I realised that nothing had changed and the situation was continuing as before. It is getting so bad now that I find it difficult to stay in the house, my nerves are shattered, and I invent any excuse to go out for the evening to be away from the squeaks and wails of your children playing their various instruments. Much as I like music, I have had enough, and to be frank, I am not prepared to put up with the situation any more.

I am a fairly reasonable man, and I am quite prepared to help others when I can, but this has gone far enough. I think it's high time you realised your responsibilities as a member of the community, and I must warn you that unless you do nothing about the situation I will be forced to take legal action.

I have sent a copy of this letter to my solicitor.

Yours sincerely

R.G. BAIG

39 - Faisal Road
Jhelum

21st November 1993

Dear Mr Baig

I was sorry to receive your letter. I had no idea that you felt so strongly on the subject, and I do apologize for any suffering we may have caused you.

Activity - 10

A) Read text 9 and note **main ideas of each paragraph** to make an outline of Anne Molka Ahmed's life.

Text 8

OBITUARY

By Huma Ansari

Death of a Pioneer

An artist and a pioneer in the field of art education, Anna Molka Ahmed was a woman of courage and determination...

The Chinese, in the wisdom of their ways, tend to refer to a person's life in terms of how many 'glorious years old' he or she is. In this, they celebrate age instead of youth and the wisdom that it brings. Anna Molka Ahmed was 77 glorious years old when she died last month in Lahore, as the Chinese would have put it.

An artist and a woman of some courage and determination, Anna Molka Ahmed lived and worked in Pakistan for over 50 years. She virtually set up the art institution in Lahore from its humble beginnings in the Fine Arts Department at the Punjab University to the thriving industry that it is today.



A youthful Anna Molka in her office

Born to Jewish parents, Molka converted to Islam when she was 18 and subsequently married a Pakistani artist and writer Sheikh Ahmed, whom she met at the Royal Collage of Arts in London. In 1939, Molka moved with her husband to Amritsar and then, six months later, to Lahore where she spent the rest of her life.

Molka continued to work at art throughout her life, despite the disapproval of her family and, later, the discouragement of her husband. It all began when she got a teaching post at the Punjab University. At the age of 22, Molka went about designing the first syllabus for the Fine Arts Department. She hunted down teachers from remote areas who could teach the students history of art, draughtmanship, landscape painting, and architecture. Students thronged to her classes but there was also trouble that came her way from the more conservative elements in society who equated art with idolatory.

Molka fought off bigotry with energy and intelligence. She used to say that she drew much strength and inspiration from the enthusiasm of her students whom she took with her to Lawrence Gardens and to rural areas for impromptu sketching classes. Not surprisingly, Molka not only turned a few heads but had acquired the reputation of being a traffic stopper in Lahore.

Anna Molka Ahmed's work closely reflects her personality. Working on large canvasses, sometimes 24 feet long, Molka painted rural landscapes, portraits, political and even religious themes with energetic brush strokes in a thick application of bright colours layered one upon another by her palette knife. Molka's work is passionate and instinctive with a deliberately unfinished quality about it. In her life, she often spoke about being inspired by the harsh light of the subcontinent that throws colours into vivid relief. She was also inspired by the visual disorder and even the dirt of this part of the world, rebelling as she was against her background – the cold, Nordic obsession with order and its sanitised, grey view of the world.

Molka has been compared to Van Gogh in her style of working. In her life, she always denied this, saying that she had no time for a theory of colours and emphasising that she did not subscribe to the notion of an artist as an isolationist.

Personally, Anna Molka taught and inspired two generations of artists including Colin David, Khalid Iqbal and Nagori, amongst others. But, towards the end of her life, she felt betrayed by many of her students who she felt had succumbed to commercialism.

Anna Molka worked on innumerable paintings on political themes. There is an entire series of her works on the partition of the subcontinent and against political persecution. In General Zia's tenure, several of her paintings could not be exhibited for fear of persecution.

For all her dedication and the many years of her life that she devoted to the art establishment in Pakistan, Molka died an unappreciated woman. She lived in cramped quarters in Mozang Chungi surrounded by her books and her birds. Four years ago, when Anna was laid low by a stroke that prevented her from painting, she was literally confined to her house and her bed with no place to paint or even to store her work.

Molka died quietly in her home on April 21, despairing about her life's work. "I am desperate, I am alone. My country has forsaken me," were her last words in an interview given to the *Herald* in 1990.

It is not Molka's death that one bemoans, considering that death is so much part of life, rather it is how abandoned she was and how unappreciated in her last years that seems truly heart-breaking. ■

UNIT III B

Inferencing and Deducing

·Activities

Guessing Unknown Words

Activity 1

You probably don't know many of these words: famished, flipper, shred, trudge, lintel, gaudy, sallow, surreptitiously, goggle, pillion.

Look at the way they are used in the following sentences and then say, or write, what you think they might mean. (Don't use a dictionary, of course). Try and **infer or guess from the context.**

1. Have you got a piece of bread or something? I'm absolutely **famished**.
2. 'My God, he's swimming fast. "Yes, he's got **flippers** on.
3. She read my letter slowly to the end and then tore it to **shreds**.
4. On the way, we drove past a column of depressed-looking soldiers, **trudging** along wearily through the mud and rain.
5. The door was so low I hit my head on the **lintel**.
6. Ali hates fairs. The loud, vulgar music, the cheap **gaudy** colours, the noise, the whole atmosphere-everything makes him feel ill.
7. Twenty years in an unhealthy tropical climate had given his face a permanently **sallow** complexion.
8. I looked round the church: two of the children were playing cards under the seat and another was **surreptitiously** eating a cream bun.
9. What are you all **goggling** at me like that for? Have I got two heads or something?
10. Hyder got on the motorbike, I sat behind him on the **pillion**, and we roared off into the night.

Activity 2

Read text 1 slowly and carefully, and then answer the questions that follow:

and deduce the meaning and use of unfamiliar words through **understanding word formation**.

Text 1

Hypnosis

There are many methods of producing hypnosis: indeed, almost every experienced hypnotist employs variations differing slightly from those of others. Perhaps the most common method is something along these lines. The hypnotist tries to obtain his subject's co-operation by pointing out to him the advantages to be secured by the hypnosis, such as, for instance, the help in curing a nervous illness to be derived from the patient's remembering in the trance certain events which otherwise are inaccessible to his memory. The patient is reassured about any possible dangers he might suspect to be present in hypnosis, and he may also be told (quite truthfully) that it is not a sign of instability or weakness to be capable of being put in a hypnotic trance, but that, quite on the contrary, a certain amount of intelligence and concentration on the part of the subject is absolutely essential.

Next, the subject is asked to lie down on a couch, or sit in an easy-chair. External stimulation is reduced to a minimum by drawing the curtains and excluding, as far as possible, all disruptive noises. It is sometimes helpful to concentrate the subject's attention on some small bright object dangled just above eye-level, thus forcing him to look slightly upwards. This leads quickly to fatigue of the eye-muscles, and thus facilitates his acceptance of the suggestion that he is feeling tired and that his eyes are closing. The hypnotist now begins to talk to the subject in a soft tone of voice, repeating endlessly suggestions to the effect that the subject is feeling drowsy, getting tired, that his eyes are closing, that he is falling into a deep sleep, that he cannot hear anything except the hypnotist's voice, and so on and so forth. In a susceptible subject, a light trance is thus induced after a few minutes, and the hypnotist now begins to deepen this trance and to test the reactions of the subject by giving suggestions which are more and more difficult of execution. Thus, he will ask the subject to clasp his hands together, and tell him that it is impossible for him to separate his hands again. The subject, try as he may, finds, to his astonishment, that he cannot in actual fact pull his hands apart. Successful suggestions of this kind are instrumental in deepening the hypnotic trance until, finally, in particularly good subjects, all the phenomena which will be discussed presently can be elicited.

Having induced a reasonably deep hypnotic trance in our subject, what types of phenomena can be elicited? The first and most obvious one, which, indeed, may be responsible in large measure for all the others, is a tremendous increase in the subject's suggestibility. He will take up any suggestion the hypnotist puts forward and acts on it to the best of his ability. Suggest to him that he is a dog, and he will go down on all fours and rush around the room barking and yelping. Suggest to him that he is Hitler, and he will throw his arms about and produce an impassioned harangue in an imitation of the raucous tones of the Fuhrer! This tremendous increase in suggestibility is often exploited on the stage to induce people to do foolish and ridiculous acts. Such practices are not to be encouraged because they go counter to the ideal of human dignity and are not the kind of way in which hypnosis ought to be used; nevertheless, they must be mentioned because it is probably phenomena such as these which are most familiar to people from vaudeville acts, from reading the papers, and so forth.

It would not be true to say, however, that all suggestions are accepted, even in the very deepest trance. This is particularly true when a suggestion is made which is contrary to the ethical and moral conceptions held by the subject. A well-known story may be quoted to illustrate this. Charcot, the great French neurologist, whose classes at one time were attended by Freud, was lecturing on hypnosis and was demonstrating the phenomena of the hypnotic trance on a young girl of eighteen. When she had been hypnotized deeply he was called away, and handed over the demonstration to one of his assistants. This young man, lacking the seriousness of purpose so desirable in students of medicine, even French ones made an improper suggestion to the young lady. She immediately awakened from her trance, slapped his face, and flounced out of the room, very much to his discomfiture.

(Adapted from: **Sense and Nonsense in Psychology** by H.J.Eysenck)

1) a) Two words with the **suffix '-ible'** appear in the text. What are they?

What effect does the suffix have on the meaning of the word?
Can you think of other words formed in the same way?

b) Underline the **suffixes** in the following words:

- hypnotist
- predictable
- beautiful
- apparently
- observation

Can you guess the meaning of each of the suffixes?

Can you think of other words formed with the same suffixes?

c) Find two words with a **prefix** in the text:

- Define the value of each prefix.
- One of them is used to make a word **negative**. What prefix would you add to each of these adjectives/nouns in order to make them negative?

- ....predictable:..................
- ....trained:.......................
- ....organization:.................
- ....ability:......................

d) At the beginning of the text, you can find the word '**hypnotist**'.

- Can you find another word formed in the same way?................
- At the end of the text you can also find the corresponding adjective, '**hypnotic**'. Can you complete the following table with the appropriate words, bearing in mind that these words do not all appear in the text, that the **word-formation** may not be the same for all of them and that some boxes may remain empty.

noun	adjective	person	verb	adverb
hypnosis hypnotism	hypnotic	hypnotist hypnotizer	hypnotize	hypnotizingly
		employer		

noun	adjective	person	verb	adverb
	psychological			
science				
	free			

e) Look at the following words and find what the **root** of each of them is.

Then build as many words as you can from that root.

- presumably________________
- uncovering________________
- followers________________
- observation________________

2) Answer these questions.

1. What does the word '**others**', in line 2, refer to?
2. In the expression **'along these lines',** in line 2-3, what does '**these**' mean?
3. Who or what is '**his subject**' (line 3)?
4. Say briefly in your own words how a hypnotist **'tries to obtain his subject's co-operation'** (line 3).
5. Rewrite more simply '**which...are inaccessible to his memory'** (line 5-6).
6. Why does a hypnotist sometimes use a **bright object?**
7. What is meant by '**a susceptible subject**' (line 18)?
8. What is meant by the expression '**more and more difficult of execution**' (lines 20-21)?
9. What is '**it**' in the expression '**act on it**' (line 28)?
10. Rewrite in another way the expression **'to the best of his ability'** (lines 28).
11. What does the expression '**such practices**' (line 32) refer to?
12. What does the author feel about the use of hypnosis in entertainment (third paragraph)?
13. What is '**this**' in the expression '**this is particularly true'** (line 37)?
14. Write more simply '**a suggestion... which is contrary to the ethical and moral conceptions held by the subject**' (lines 37-38).
15. What is the **purpose** of the story at the end of the passage?
16. **Sum** up the most important points of the passage in a paragraph of around 100 words.

Inference - further hints

(Group Work)

One useful exercise involves giving the class a short passage to read and asking them to **underline all the words they do not understand.** Later the whole class working in groups, can consider each of these words and see how much they can **guess** about them. The following steps can be taken to help the students during the exercise:

- look at what can be guessed from the word itself. (Is it a noun, a verb, an adjective? Can its form help?)
- look at the context. (Is the word repeated anywhere else? Is there any contrast or analogy that can help you derive the meaning of the word?)
- try to make a guess even if it is a vague one.

Activity 3

nference

Deducing the meaning and use of unfamiliar lexical items through **contextual clues**.

Read Text 2 and working in groups consider the meanings of the following words or phrases.

Text 2

Programming people

Programming people means getting others to act consistently as you want them to act. Stern parents or employers often are pretty good at this, at least while the subjects are under observation. Hypnotists can obtain excellent results in achieving desired behaviour from suggestible subjects for short periods.

What interests us here are precise techniques for altering long-term behaviour patterns in predictable ways. These new patterns may be desirable by the subject or by the programmer or by the organization employing him.

For achieving certain kinds of long-term programmed behavior the programmer need not be a scientifically trained technologist. Consider how the intense and unattractive Charles Manson horrified and fascinated millions of people a few years ago by his control methods. He had an ability to induce sustained zombie-like behaviour in his followers, mostly girls. They committed random murders in the Los Angeles area. When a number of his 'slaves' faced trial they vigorously asserted that the murders were their own idea. They wanted to protect Charlie, who was always somewhere else when the butcheries occurred.

In order to prove his theory that Manson had master-minded the killings the prosecutor. Vincent Bugliosi, had to spend months analyzing the sources of Manson's control over the presumably free and footloose young people. His most important findings were these:

- Manson was gifted at perceiving the psychological needs of others. He assured runaway girls needing a father that he would be their father. He assured plain-looking girls that they were beautiful.
- He was careful to destroy preexisting identities. All the members of his clan had to take on new names.
- He systematically destroyed inhibitions as part of his obedience training.
- He offered these insecure youngsters a bizarre religion, in which he was the Infinite Being who would lead them to a world of milk and honey.
- He was careful to identify and probe what each recruit was most afraid of, and to play on it.
- Finally, Manson apparently had some hypnotic powers.

Bugliosi succeeded in convincing the jury that Manson was, indeed, responsible for the murders.

(From Vance Packard; **The People Shapers** (MacDonald, 1978).

a) In paragraph 3, find two nouns meaning more or less the same as **killings**:

____

____

b) In paragraph 2 and 3, find the equivalents of the following words:

changing:...........................
take place:.........................
declare:............................

c) In paragraph 3

- find an adjective which means the opposite of **'for short periods'**:.........................
- find a noun which means the opposite of **'free and footloose young people'** (para. 4):.................................

d) In paragraph 4, find the words which mean the apposite of:

- **hiding:**............................
- **fall:**.............................

Activity 4

Read the following paragraph Text 3 and try to guess the meaning of the word 'zip'.

Text 3

> **Zip** was stopped during the war and only after the war did it become popular. What a difference it has made to our lives. It keeps people at home much more. It has made the remote parts of the world more real to us. Photographs show a country, but only **zip** makes us feel that a foreign country is real. Also we can see scenes in the street, big occasions are **zipped**, such as the Coronation in 1953 and the Opening of Parliament. Perhaps the sufferers from **zip** are the notable people, who, as they step out of an aeroplane, have to face the battery of **zip** cameras and know that every movement, every gesture will be seen by millions of people. Politicians not only have to speak well, they now have to have what is called a '**zip** personality'. Perhaps we can sympathize when Members of Parliament say that they do not want debates to be **zipped**.
>
> (From **Britain in the Modern World** by E.N. Nash and A.M. Newth)

Zip means
☐ cinema
☐ photography
☐ television
☐ telephone

(adapted from Grellet:1981)

Activity 5

Read text 4 and complete the blanks with the words which seem most appropriate to you.

Text 4

What is apartheid?

It is the policy of......................Africans inferior, and separate from Europeans. ....are to be kept separate by not being....................... to live as citizens with rights in...................towns. They may go to European towns to................., but they may not have their families .... ; they must live in 'Bantustans' the .... areas. They are not to .... with Europeans by .... in the same cafes, waiting rooms, ... of trains. seats in parks. They are not to .... from the same beaches, go to the .... cinemas, play on the same game .... or in the same teams.

Twelve percent of the .... is left for the Africans, to live and .... on, and this is mostly dry, ... mountainous land .... the Africans are three-quarters of the people. They are .... to go and work for the Europeans, not because their lands do not .... enough food to keep them, but also............ they must .... money to pay their taxes. Each adult .... man has to pay one pound a year poll tax and ten shillings a year .... for his hut. When they into European areas to work are not allowed to do ...... work; They are hewers of wood and drawers of water, and their ..... is about one-seventh of what a European .... earn for the same .... of work.

If a European .... and African to do skilled work of the kind .... for Europeans .... as carpentry , both the Europeans and his ..... employee may be fixed 100 pounds any African who takes part in a strike may be pounds, and / or sent to ..... for three years.

(From **Britain in the Modern World** by E.N. Nash and A.M. Newth)

(adapted from Grellet: 1981)

Here are the answers as an indication:

keeping - they - allowed - European - work - there - native - mix-sitting - compartments - bathe - same - fields - land - farm - poor - yet - forced - only - grow - because - earn - Africans - tax - go - they - skilled - wage - would - kind - employs - reserved - such - African - fined - prison.

UNIT III A (Contd.)

Comprehension

Activities

Activity 1

Read text 1 below to determine the main ideas from the supporting details. Then fill in **main ideas,** and **supporting ideas** for paragraphs 4, 5, 6 & 7. Paragraphs 2 and 3 are already done for you.

Determining The Main Ideas of Paragraphs in a Social Studies Text

Text 1

The German Democratic Republic

Although the German Democratic Republic (East Germany) is smaller in size and in population than the German Federal Republic (West Germany), it includes the chief area from which prewar Germany supplied itself food. This was bound to create difficulties for West Germany after the division of Germany. About 17 million people live in East Germany.

The economy of East Germany is not as industrial, or as strong, as that of West Germany. The contrast is due chiefly to the Soviet policy of drawing from the satellites the things needed in the Soviet Union. From East Germany, the Soviets have taken machinery and equipment. They have demanded large quotas from the farms and factories. In addition, the area is not rich in minerals.

Berlin, once the chief center of government, culture, and commerce for all of Germany, has been a divided city since the end of World War II. Partially cut off from the area it used to serve, East Berlin offers fewer job opportunities than it did before the war.

For a time, East Germans crossed the line daily to jobs in West Germany, Many of them took the opportunity to stay in West Germany. They sought a new and freer life. To put a halt to this steady decrease in population, the East German government built a wall in Berlin separating the two Germanies. Since then, some Germans have gone to great lengths to reach the freedom of West Germany. Tunnels dug inch by inch, over long periods of time, have burrowed under buildings and across the border between the two parts of divided Germany. Through these, some people have fled to the West. One East German family even fled to the West in a balloon they had built.

The chief agricultural areas of East Germany are on the fertile loess lands between Magdeburg and Leipzig, and on the Baltic coastal area east of Lubeck (lu'bek). Before World War II, crop yields here, even on poor soils, were very high. The farmers used a large amount of fertilizer and could draw on the advice of skilled farm experts.

In the northern area, the chief crops are rye and potatoes. In the central area around Leipzig, the farms produce rye, oats, wheat, barley, and sugar beets. But the greater part of East Germany, like West Germany, is not suitable for farming. Either the soil is too sandy, the slopes too steep, or the summers too cool.

The contrast between the standards of living of the people in East Germany and West Germany is striking. Workers' riots in East Germany in 1953 were quickly put down by Soviet tanks and troops. When the economic condition of the country continued to be depressed, the Soviet Union tried to revive the economy. East Germany joined the trade agreement and the Warsaw Pact. In recent years, East Germany has tried to increase exports to the West and decrease its dependence on the Soviet Union. The economy grew at a much faster rate in the 1960's and throughout the 1970's.

Paragraph 1

Main Idea: East Germany is smaller in size and population than West Germany but it supplied most of the food before World War II. This has caused problems for West Germany now that the country is divided.

Detail: 17 million people live in East Germany.

Paragraph 2

Main Ideas: "The economy of East Germany is not as industrial, or as strong, as that of West Germany."

Supporting Ideas:

1. The main reason for the poor economy is that the Soviets have taken many things such as machinery and large farm quotas from East Germany.
2. Another reason is that East Germany has few mineral resources.

Paragraph 3

Main Idea: Berlin is now a divided city.

Supporting Ideas:

1. Berlin was once the center of government, commerce and culture for Germany.
2. Because it is now divided there are fewer job opportunities.

Paragraph 4

____

____

____

____

____

____

____

Paragraph 5

Paragraph 6

Paragraph 7

(Witte: 1985)

Activity 2 (group work)

Each group looks for a topic of one paragraph which the teacher writes in a jumbled order on the blackboard. Students match the paragraphs to the topics.

Text 2

Current Events International

By Hasan Zaidi

Coming Into the Light

The first all-race elections and subsequent elevation of Nelson Mandela to the presidency of South Africa marked the end of an epoch-making struggle for human rights in that country. It also signalled hope for the future...



President Nelson Mandela: bearing the burden of expectations with a smile

1 Even the most cynical of persons could not but have felt a surge of emotion as Rolihlahla Nelson Mandela, the longest-serving political prisoner this century, raised his right hand to take oath as the first elected president of a democratic and apartheid-free South Africa. He stood tall, regal in his demeanour, and looked very much cognisant of what he had once called his "proudly felt African background". In that instant on the morning of May 10, as millions watched on television around the world, disbelief gave way to rejoicing as one of the most sordid chapters in the annals of human history closed forever. For that moment, bitter memories of the more than three centuries of colonisation, racial oppression and brutal economic exploitation seemed to have been overwhelmed by awe and the sheer joy in the affirmation of the power of the people.

2 Seventy-five-year-old Nelson Mandela now symbolises the hopes of millions of his country's citizens as well as those of countless well-wishers outside South Africa who helped in their own individual ways to end the monstrosity of apartheid. And there could not be a better person in South

The Herald, May 1994

Africa than him to bear the burden of these expectations. Indeed, Mandela has shown himself to be one of the greatest leaders this century has seen, with an uncanny ability to rise like a giant above his comrades.

3 Jailed on August 5, 1962, Mandela spent the next 27 years in prison, much of it in solitary confinement. During that time he endured the mental and phsyical torture that was the fate of such "non-persons", as the racist South African state dubbed them. Yet his spirit of rebellion remained unbowed. Despite pressure from many quarters, he refused to renounce the armed struggle he had helped launch against the injustice of a system that denied non-whites their basic human rights. But, when he was finally released in early 1990, there was not a trace of bitterness in his personality. Pressed by reporters to recount any memorable incident during his long incarceration, Mandela related one in which a white jailer had been kind to him by giving him an extra blanket against prison rules, while he lay shivering from fever. Like a true visionary, Mandela realised that reconciliation, not revenge, was then the need of the hour.

4 It was the same largeness of spirit that allowed him to extend a hand of friendship to two of his bitterest of foes: former state president F.W. de Klerk, whose National Party had been the architect of racial segregation in 1949, and Chief Mangosuthu Buthelezi, whose mainly Zulu Inkatha Freedom Party had, in collusion with white supremacists, let loose an orgy of bloodshed against Mandela's African National Congress (ANC). It is often said that it is social and economic compulsions and mass movements, not personalities, that mould history. However, it is doubtful whether anyone else could have stepped into the shoes of Nelson Mandela at this critical juncture in his country's history. Certainly it would be extremely difficult to pick out someone, because no one, by far, commands the same respect and allegiance that he does.



Mandela in 1961 speaking for the people among the people

5 In the magic of the moment when Mandela became the head of the country which had labelled him a terrorist till only a few years ago, it was impossible, however, not to rememeber the many whose memories are deeply cherished but who did not live to see the day of their dreams. They are legion in the folklore of the struggle. People like Stephen Biko, the magnificently charismatic Black Consciousness leader tortured to death in police custody; Ruth First, the brave white Daily Rand journalist killed by a parcel bomb; Oliver Tambo, Mandela's law partner and the man who held the ANC together while Mandela was in jail; Chris Hani, the immensely popular commander of Spear of the Nation, the guerrilla wing of the ANC, shot dead by a white extremist a few months ago; and thousands of others like them who were not afraid to lay down their lives for their cause.

6 Mandela will undoubtedly miss the presence of people like them, who had immense popular appeal but were blessed with sobre heads. And this is because there are tough times ahead. The ANC may have won a whopping majority of over 62 per cent of the vote, yet it has fallen short of the two-thirds majority required to write its own constitution. It must therefore tread a delicate path, taking along with it the other parties who will form part of the new interim-consitutional government, and at the same time, trying to fulfil the expectations of the highly disadvantaged black majority who form their core support.

7 The ANC must ensure that the whites, who wield overwhelming economic clout, feel secure enough in the economy not to take flight, and yet it must also avoid a situation like Zimbabwe, where black resentment at the continued white control over resources after 14 years of independence continues to grow day by day. It needs to cut defence expenditure to pay for the massive social sector programmes it must launch, but it also needs to reintegrate its own guerrilla army into the mainstream of South African life. It must be responsive to the militant, unemployed youth of townships like Soweto who form its rank and file, but it must also be sensitive to the needs and fears of so-called 'coloured' and Indian-origin residents. It must guard against the ever-present threat of armed extremism from racist whites who are unwilling to accept the changed circumstances, and also from adventurous blacks hoping to blackmail the government into accepting their egotistical demands, especially in the former black homelands.



South Africans rejoice after the elections

8 But perhaps most of all, the ANC must attempt to chart a course through which the trappings of economic apartheid – such as the wide gap between rich and poor, informally segregated housing, education and health for example – which exist even in the developed countries, may begin to be addressed and removed.

Only then could South Africa, and Nelson Mandela, be really free. ■

The Herald, May 1994

2) **Write marginal notes** that is main ideas and supporting details for each paragraph.

Activity 3

Read text 3 to answer the questions below.

Text 3

Flooding of the Nile

The great river Nile flows gently in its course though the hot plains in the first half of the year but later on when the melting snows and the rains on the mountains far to the south swell its tributaries, the Nile overflows. It spreads rich, muddy soil from Ethiopia over its valley and forms deep stretches of green, fertile lands along its banks. The settlers found that in the soft rich earth barley and wheat and other crops could be planted, even without the use of the plough, and they began to make many settlements of farmers. They used stone implements for tilling the soil, and find for their weapons; and as time passed they learnt the use of copper.

In these early times they did not of course understand why the river overflowed each year. But they knew that their crops and, therefore, their lives, depended upon its magic floods, and they explained the miracle as the work of gods.

But there came some years when there was a 'bad Nile'. Sometimes the floods were not full and did not bring enough soil; the crops were poor and the people starved. At other times the waters were so great that they destroyed houses and villages, and drowned men and beasts. It took perhaps many centuries before the farmers learned how to control the Nile waters. The need to do this led to many great discoveries and advances.

Wise men among them watching the position of the stars year by year found that they could foretell when the annual rising of the Nile would come. Thus they began to learn about astronomy and could make a calendar of the years. They also learnt how to store the waters for use in dry seasons by digging canals and dykes and making reservoirs; and how to measure out the land so that it could be divided fairly again after the boundaries of the farm had been washed away by great floods. In this way there came about ancient knowledge of engineering and of geometry.

(Slightly adapted from **The Story of Man** by J.B Nelson)

1. The Nile is

   A. always a gentle flowing river.
   B. hot in the first half of the year but cold later on.
   C. likely to over flow at various times of the year.
   D. A life giving river.

2. The settlers began farming in the Nile valley because

   A. they discovered that the soil was fertile.
   B. they did not realise that the river would overflow.
   C. They could till the soil without using the plough.
   D. they realised that their crops depended on the floods.

3. A A "bad Nile" was when
   A. the floods destroyed the crops.
   B. The floods were empty.
   C. the river did not flood enough.
   D. the river over flowed.

4. We can be sure that the Egyptians of that time

   A. learned how to control the flooding of the Nile.
   B. had not fully discovered how to control the Nile floods.
   C. Invented astronomy.
   D. were the first people to make use of scientific principles from an earlier age.

5. How does the writer suggest that the early Egyptians first made use of what we now call Geometry?

6. Where does the Nile begin? How many countries does it pass through? why is Ethiopia mentioned?

7. The early Egyptians believed that the floods were the work of gods. Give one example of a ceremony performed today which comes form similar belief.

8. How do you think modern governments provide water during the dry season? Give an example.

(adapted from Munby: 1968)

Activity 4

Read text 4 to answer the questions that follow.

Text 4

Handling of Life in Flowers

The work of any flower is to produce seeds which later produce new plants. Let us examine the parts of a flower called the petals, sepals, stamens and pistil.

The petals of a flower look a little like colour leaves. They may be brightly coloured leaves in order to attract insects, in which case they may or may not be scented. White flowers however, are often sweetly scented. At the base of the petals we usually find the nectary where the honey is stored.

The sepals are the small leaf-like parts below the petals. They are usually green in colour. All the sepals together are called the cup or calyx. It was this cup which protected the flower while it was a young bud.

The stamens are make up of a stalk (or filament) and ones tow little bags at the top. These bags, called anthers contain yellow powder, called pollen which consists of thousands of male cells. The statement is the male cells. The stamen is the male part of a flower.

The pistils are the female parts of a flower. The pistil of a flower consists of three parts:

(i) an ovary, where seeds form
(ii) a style

(iii) a stigma.

The ovary is the seed box. It contains the ovules (tiny eggs) which will later develop into seeds. Growing out of the top of the ovary is a stalk, called the style, which ends in a sticky part, called the stigma The stigma collects the yellow pollen the stigma. (male cells) from the stamens. Insects such as butterflies, ants, bees and wasps carry pollen grains from the stamens to the stigma.

The process is called pollination. When this has taken place the seeds in the seed box begin to grow.

When an insect, such as a bee, pushes its head into a flower, it comes into contact with both stamens and stigma. If the bee already has pollen on its head or body, this is picked by the stigma. The bee picks up more pollen from the stamens but this pollen only comes into contact with the stigma of the next flower it visits. So the process goes on. From the stamens of one flower the insect picks up pollen which is taken up by the stigma of the next flower the insect enters.

The wind also helps pollination. Flowers that are pollinated by the wind (e.g. maize) have long and feathery stigmas so as to trap any pollen dust being blown by the wind. The stamens of such flowers usually hang out of the flowers.

Birds also pollinate flowers. Birds with pointed beaks and small light bodies, such as the doctor bird, the sunbird, etc, sip nectar from banana flowers, for example, and they carry away the pollen that sticks to their beaks to other flowers when they visit them.

New plants come from ripe seeds. But a ripe seed is only formed when the male cell (or pollen) of a flower joins with the female cell of another (or same) flower. The stigma of a flower is covered with a sugary liquid which is sticky and which thus traps any pollen that falls on it. In this sugary solution the pollen grains (male cells) begin to grow, and from each pollen grain a tube grows down through the style towards the unripe seed (or ovule the female cell) in the seed box (ovary). When it reaches the unripe seed the male cell fertilities the female cell and the fertilised cell now grows into a seed. This process is called fertilisation.

When the unripe seed in the ovary gets fertilised many changes occur in the flower. The petals die and fall, having done their task, which was to attract insects by their colour and their smell. The stamens, too, wither and fall off. But in the ovary the seeds begin to grow larger and a covering forms to protect the growing seeds.

(adapted from **Experimental Science for Tropical Schools, Book 3**)

(by G. D. Bishop.)

1. Insects are attracted to white flowers by

A colour
B scent
C honey
D colour, scent, and honey,

2. In a fully grown flower, the sepals

A. are for identifying the flower.
B. have finished their work

C. are for protecting the bud.
D. are for protecting the petals.

3. An unscented red flower is most normally pollinated by

   A. the stigma collecting pollen directly from its stamens.
   B. the wind blowing pollen dust onto its stigma.
   C. insects carrying pollen to be taken up by its stigma.
   D. birds.

4. The stamens of some flowers hang out of the flowers

   A. to help wind-pollination.
   B. to enable insects to get at the pollen more easily.
   C. because their petals are small.
   D. because flowers with long stigmas also have long stamens.

5. It seems that Nature has created wind-pollination for

   A. areas where there are not many birds and insects.
   B. flowers which are not brightly coloured.
   C. flowers which have practically no scent or colour.
   D. flowers which have no honey.

6. Fertilisation takes place when

   A. insects or birds carry pollen from the stamens to the stigma.
   B. the male cell joins with the female cell.
   C. the male cells begin to grow in the sugary liquid of the stigma.
   D. flowers are pollinated by insects, birds, or the wind

7. A new plant can not be formed if a flower has

   A. unripe seeds in the ovary.
   B. lost all its pollen.
   C. stigma, but no pollen.
   D. pollen, but no stigma.

8. When would you expect the stamen to be ready to do its job?

9. How do you think pawpaw flowers are pollinated?

10. We can summarise the information on pollination by answering the following questions, in order, in single sentences:

    (i) What are the three ways by which flowers are pollinated?

    (ii) How are flowers pollinated by insects and birds?

    (iii) Why are flowers usually coloured?

    (iv) How do flowers attract insects and birds if they are not coloured?

    (v) How are flowers pollinated by wind?

Note

Do not number your answers, but write them as one paragraph.

(Munby: 1968)

Activity 5

Extracting main ideas

Read the passage text 5 and then choose the best summary.

The passage is about:

a) animals in captivity.
b) how delightful a capybara is.
c) how difficult it is to keep a capybara.
d) the writer's experiences with an unfamiliar animal.

Text 5

With the arrival of the capybara things came to a head.

A man led the huge rodent in on a string late one evening. It was half grown, very tame, and it sat there with an aloof and regal expression on its face while we bargained with its owner. The bargaining was protracted, for the owner had noticed the acquisitive gleam in our eyes when we first beheld the beast, but at last the capybara was ours. He was housed in a large, coffin-shaped crate with a wire mesh front that seemed strong enough to withstand any onslaughts he might make upon it. We showered him with choice fruits and grasses, which he accepted with royal condescension, and congratulated ourselves on having acquired such a lovely animal. We gazed at him spellbound while he ate, tenderly pressed a few more mangoes through the bars and went upstairs to sleep. We lay in the dark for a while, talking about our wonderful new specimen, and then eventually dozed off. At about midnight it began.

I was awakened by a most curious noise coming from the garden beneath our window; it sounded like someone playing on a jew's harp accompanied rather erratically by someone else beating on a tin can. I was lying there listening to it, and wondering what it could be, when I suddenly remembered the caphybara. With a cry of 'the capybaras' escaping / leapt out of bed and fled downstairs to the garden, barefoot and in my pyjamas, closely followed by my drowsy companion. When we reached the garden all was quiet; the capybara was sitting on its haunches, looking down its nose in a superior manner. We had a long argument as to whether or not it was the capybara that had been making the noise; I said it was and Smith said it was not. He insisted that the creature looked too calm and incocent, and I maintained that was exactly why I thought it was the culprit. The capybara just sat in its monlit cage and stared through us. There was no repetition of the sound, so we went back to bed, arguing in fierce whispers. No sooner had we settled down than the noise started again, and, if possible, it sounded louder than ever. I got out of bed and peered out of the window. The capybara cage was vibrating gently in the moonlight.

"It is that blasted animal," I said triumphantly.

"What's he doing?" enquired Smith.

"God knows, but we'd better go and stop him or he'll have the whole place awake."

We crept downstairs and from the shelter of a convenient cluster of bushes we surveyed the cage. The capybara was sitting by the wire looking very noble. He would lean forward and place his enormous curved teeth round a strand of wire, pull hard and then release it so that the whole cage front vibrated like a harp. He listened until the noise had died away, and then he raised his large bottom and thumped his hind feet on the tin tray, making a noise like stage thunder, I suppose he was applauding.

"Do you think he's trying to escape?" asked Smith.

"No, he's just doing it because he likes it."

The capybara played another little tune.

"Let's stop him, or he'll wake everyone."

"What can we do?"

"Remove the tin tray, "Said Smith practically."

"He'll still get that harpsichord effect with the wire."

"Let's cover the front of the cage up, "said Smith."

So we removed the tray and covered the front of the cage with sacks, in case it was moonlight. He waited until we were in bed before he started twining again.

(Gerald Durrell: **Three Singles to an Adventure**)

2) **Inferring**

With another student, discuss what evidence there is in the passage to infer that:

a) the original owner of the capybara was asking a high price for the animal.
b) Smith and the writer were particularly pleased with purchase.
c) they were concerned that the animal might try to escape.
d) the capybara only made the noise when it thought it wasn't being watched.
e) Smith and the writer were not living in complete isolation.
f) the writer assumes the animal liked the noise it was making.

3) **Linking Ideas**

Note down

a) all the nouns in the passage which refer to the capybara.
b) all the adjectives and adjectival expressions which refer to the cage.
c) all the words and expressions which refer to the noise the capybara makes.

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4) **Dealing with unfamiliar words**

1. Write down all the words which mean the same as **looked (at).**

2 Some of the difficult words and expressions can be understood by looking at the **context,** Choose the best answers to the questions below.

a) **'protracted'** (line 2) : This refers to (i) how long the bargaining took, (ii) how easy the bargaining was.

Clue: The owner had seen how much the writer wanted to buy the animal.

b) **'drowsy'** (line 15): This is likely to mean (i) sleepy, (ii) slow.

Clue: Smith and the writer had been wakened by the noise.

c) **'haunches'** (line 16): This probably refers to (i) part of the cage, (ii) part of the animal's body.

Clue: How do rodents (e.g. rats) usually sit?

d) **'cluster'** (line 26): This refers to the (i) number of bushes, (ii) shape of the bushes.

Clue: Did they want the animal to see them or not?

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5) **Understanding writer's style**

a) The writer refers to the animal first of all as **it**. **He** is used:

i) when they noticed how large the animal was.
ii) because they didn't know what sex the animal was at first.
iii) because they became very fond of the animal, treating it more as a person.

b) Expressions like **'showered with choice fruit and grasses'**, and **'tenderly pressed a few more mangoes'** suggest that:

i) the animal was very hungry.
ii) the author and Smith were displaying their affection and interest.
iii) the wire mesh in front of the cage made it difficult to feed the animal.

c The writer says **'I said triumphantly'** because:

i) he was right and Smith was wrong.
ii) he was pleased the animal was making the noise.
iii) Smith wasn't sure whether the animal was making the noise.

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6) Writing summaries

1. Decide which lines in the text the following headings refer to.

a) How they obtained the capybara.
b) What they did with the animal.
c) What they did after feeding it.
d) What happened at about midnight.
e) What they did when they heard the noise.
f) Why they were confused.
g) Where the noise was coming from.
h) What they did when the noise started again.
i) How the capybara was making the noise.
j) What they did to stop the capybara making the noise.
k) What happened when they got back to bed.

2 Now, without looking back at the text, note down the answers to the headings.

3 Try and join your notes together in connected sentences using the following link words: after, then, and, when, as such as, before, so, but.

4 Now look at the text and see if you have left any important information out. If you think it's absolutely essential, you can add it your summary.

Further work

1 In fact, the capybara is the largest living rodent in the world, and lives in the tall grasslands along the streams and lakes in tropical south America.

Choose an animal or a bird which you can find in your country. Write a short description of it. Think about size, habitat, food etc.

2 Choose ten to fifteen words and expressions from this passage. Write a paragraph describing an amusing or strange experience with an animal. You can make up the story if you like.

Activity 6

Read text 6 to answer questions below.

Text 6

Packaging: the insane waste of making things to be thrown away

To get a chocolate out of a box requires a considerable amount of unpacking: The box has to be taken out of the paper bag in which it arrived; the cellophane wrapper has to be torn off, the lid opened and the paper removed; the chocolate itself then has to be unwrapped from its own piece of paper. But this insane amount of wrapping is not confined to luxuries. It is now becoming increasingly difficult to buy anything that is not done up in cellophane, polythene, or paper.

The package itself is of no interest to the shopper, who usually throws it away immediately. Useless wrapping accounts for much of the refuse put out by the average London household each week. So why is it done? Some of it, like the cellophane on meat, is necessary, but most of the rest is simply competitive selling. This is absurd. Packaging is using up scarce energy and resources and messing up the environment.

Little research is being carried out on the costs of alternative types of packaging. Just how possible is it, for instance, for local authorities to salvage paper, pulp it, and recycle it as egg - boxes? used for packaging - 20 million paper bags are apparently used in great Britain each day - but very little is salvaged.

A machine has been developed that pulps paper then processes it into packaging, e.g. egg-boxes and cartons. This could be easily adapted for local authority use. It would mean that people would have to separate their refuse into paper and non-paper, with a different dustbin for each. Paper is, in fact, probably the material that can be more easily recycled; and now, with massive increases in paper prices, the time has come at which collection by local authorities could be profitable.

Recycling of this kind is already happening with milk bottles, which are returned to the dairies, washed out, and refilled. But both glass and paper are being threatened by the growing use of plastic. More and more dairies are experimenting with plastic bottles, and it has been estimated that if all the milk bottles necessary were made of plastic, then British dairies would be producing the equivalent of enough plastic tubing to encircle the earth every five or six days!

The trouble with plastic is that it does not rot. Some environmentalists argue that the only solution to the problem of ever growing mounds of plastic containers is to do away with plastic altogether in the shops, a suggestion unacceptable to many manufacturers who say there is no alternative to their handy plastic packs.

It is evident that more research is needed into the recovery and re-use of various materials and into the cost of collecting and recycling containers as opposed to producing new ones. Unnecessary package, intended to be used just once, and making things look better so more people will buy time, is clearly becoming increasingly absurd. But it is not so much a question of doing away with packaging as using it sensibly. What is needed now is a more sophisticated approach to using scarce resources for what is, after all, a relatively unimportant function.

(From an article in **The Times**)

1) **Multiple choice**

Read the passage carefully, then answer the following question so choose the response which best reflects the meaning of the text.

1) **'This insane amount of wrapping is not confined to luxuries'** (line) means

a) not enough wrapping is used for luxuries.
b) more wrapping is used for luxuries than for ordinary products.
c) it is not only for luxury products that too much wrapping is used.
d) the wrapping used for luxury products is unnecessary.

2) The **'local authorities'** are

a) the Town Council.
b) the police.
c) the paper manufacturers.
d) the most influential citizens.

3) If paper is to be recycled

a) more forests will have to be planted.
b) the use of paper bags will have to be restricted.
c) people will have to use different dustbins for their rubbish.
d) the local authorities will have to reduce the price of paper.

4 British dairies are

a) producing enough plastic tubing to go round the world in less than a week.
b) giving up the use of glass bottles.
c) increasing the production of plastic bottles.
d) re-using their old glass bottles.

5 The environmentalists think that

a) more plastic packaging should be used.
b) plastic is the most convenient form of packaging.
c) too much plastic is wasted.
d) shops should stop using plastic containers.

6 The author thinks that

a) the function of packaging is not important.
b) people will soon stop using packaging altogether.
c) not enough research has been done into the possibilities of recycling.
d) the cost of recycling is so great that it is better to produce new materials than use old ones.

2) **True of false?**

Without looking back at the text, decide whether the following statements are tr... or false.

1 Too many products nowadays are wrapped in unnecessary packaging.

2 Most London families refuse to throw away packaging.

3 The countryside is being spoilt by the overproduction of packaging.

4 It is possible to use paper again.

5 Most of the 20 million paper bags used each day are recovered and re-used.

6 The rising price of paper will make it worthwhile for local authorities to collect waste-paper.

7 There is no danger that plastic will ever replace glass and paper.

8 Many dairies are using plastic bottles in their laboratories.

9 Plastic is difficult to destroy.

10 People are beginning to ask if packaging should not be done away with altogether.

3) **Vocabulary in context**

Choose the definition which best fits these words or phrases as they are used in the text.

1 **confined (line 5)**

a) used for
b) restricted to
c) needed for
d) suited to

2 **accounts for (line 8)**

a) makes up
b) compensates for
c) is recovered from
d) is kept out of

3 **So why is it done? (line 9)**

a) Why do people buy things they don't need?
b) Why is so much wrapping thrown away?
c) Why do the shops try to sell things people don't want?
d) Why is so much unnecessary wrapping used?

4 **most of the rest (line 10)**

a) the other kinds of packaging
b) what is left over
c) the other shopkeepers
d) the rest of the time

5 **messing up (line II)**

a) spoiling
b) altering
c) improving
d) poisoning

6 **apparently (line 15)**

a) obviously
b) regularly
c) undoubtedly
d) supposedly

7 **recycled (line 21)**

a) reduced
b) reproduced
c) re-used
d) retailed

8 **some environmentalists argue (line 29)**

a) some environmentalists disagree
b) some environmentalists claim
c) some environmentalists fear
d) some environmentalists admit

9 **handy (line 32)**

a) attractive
b) easy to hold
c) convenient
d) easy to destroy

10 **as opposed to (line 34)**

a) instead of
b) in order to
c) as well as
d) in spite of

4) Summary

Many different points are made in this passage. Try to summarise each paragraph in two sentences, and give a short heading (such as one finds in newspaper articles) to convey the main point of each section.

(adapted from Maley and Duff: 1976)

Comprehension

Activity 7

Read text 7 to answer the questions.

1) As you read text fill in the following table concerning waste disposal

Process	Advantages	Disadvantages
1 ______	______	______
2 ______	______	______
3 ______	______	______
4 ______	______	______
5 ______	______	______

Text 7

Coping with Waste Disposal

Whatever solution is chosen, sites are still few. because they may require too much land, require industrial locations or be unsuited to residential areas because of noise or pollution.

'Recycling' i.e the reclaiming and re-using of materials from refuse is in fashion today, but this also presents problems. First of all, a lot of one raw material may have to be used in order to extract another, or to re-use it. Thus. to sort glass or ferrous metals and return them to a re-usable state is relatively easy. However, the quantities salvaged by local authorities are very small. Similarly, while a lot of waste paper is collected it, takes almost as much energy to produce paper from salvage as from wood.

Collection, sorting and disposal of reclaimed refuse is also a major problem. Various methods of sorting classifying and storing reclaimed materials have been devised and tested, although few are operating full - scale most system involve shredding and magnetic separation, but beyond this there is a wide variety of techniques for further classifying and separating the refuse. These include air classifiers, which rely on the different densities of the materials, screens of different gauges, floatation in liquids of various densities, wet centrifuges, and even laser beams.

Arguments exist for and against the use of such systems in a municipal context. The systems involve expensive plant, require frequent maintenance, produce in some cases effluent streams needing treatment and require the local authority to find markets for the reclaimed materials. There is still a residue to be tipped, or dealt with by hand, even though bulk has been reduced.

Pulverisation or composting systems are used by a number of authorities. Reduction in bulk is low, and the product of the process is not a good fertiliser being more useful as a filling material.

The most common method of bulk reduction in Britain is incineration, which gives a reduction in size of

around 80 percent. Virtually all modern municipal incinerators simply burn raw refuse. A few, nevertheless, produce heat for industrial or municipal use, and one large plant yields electricity. It is the use of refuse as an energy resource in this way which is now being investigated, due to the shortage and high cost of oil.

Why is waste disposal a major issue? Because wastes are getting bulkier, less is burned, and new materials and industrial processes create new disposal problems. For example, in Britain, municipal refuse production per head of population increased only slightly in **weight** between 1936 and 1968, but the **volume** per head more than doubled. Sites for refuse disposal are more difficult to find because of increased scrutiny by water authorities, planning authorities, and the public.

Each year enough holes are created by mining and quarrying operations to accommodate five times the country's refuse production. Unfortunately they are generally in the wrong places.

Traditionally, for obvious economic reasons, refuse has been taken to nearby sites. As these became exhausted, local authorities looked further afield. but were limited by the practicable haul distance for collection vehicles, and by the increasing objection from farmers or other pressure groups. Yet, in 1974, 87% of all waste was disposed of untreated to landfill, only 4% was pulverised. 9% incinerated and a tiny fraction composted.

Local authorities have already opposed the use of good agricultural land for tipping. At present however. some Councils are tipping to improve the drainage of possible agricultural land. Crop yields after such land restoration have so far generally been good, but the experiment has not yet been fully evaluated.

What are the alternatives to direct disposal? The simplest is to transfer refuse from collection vehicles to containers and ship it somewhere else. The cost, however, is high, and sites must still be found.

The second alternative is to reduce the bulk of the waste. Only five processes and used in Britain at present to achieve bulk reduction, although several others are in operation, on a full or experimental scale, elsewhere in the world.

The simplest option is the use of special vehicles to compress or compact the refuse on the tipping site, or to use baling plants, which produce bales of raw refuse, but which cost even more.

A third option is to pulverise or compost the refuse, a fourth is to burn it. Whichever process is adopted, it may be linked to the fifth option. i.e. to separate and reclaim useful materials from the refuse.

2) Comprehension

Choose what you think is the best answer from the four alternatives A.B.C.D.

1. The subject of the text is

A air pollution.
B problems in getting rid of refuse.
C finding suitable sites for waste disposal.
D carelessness of people in polluting public places.

2. The text speaks about

A tipping garbage on the ground.
B people suffering from pollution.
C proposed solutions to the problem of waste disposal.
D municipal authorities involvement in solving the problem of waste disposal.

3. Waste disposal has become an immediate issue mainly because

A people today are more careless than they were in the past.
B sites are more difficult to find than in the past.
C nations have become much more industrial.
D drivers have been charging more money for tipping the refuse than they did in the past.

4. The problem of site selection exists

A whatever solution to waste disposal is chosen.
B because of the inefficiency of local authorities, particularly some Councils.
C in Britain mainly, but not elsewhere in the world.
D only in industrial and recreational areas.

5. **'Recycling'**

A is the best possible solution to the problem of refuse disposal.
B involves too many problems to be adopted as the best solution.
C can be used in producing paper only.
D leaves no waste to be tipped.

3) From the information you have obtained in the Text does there appear to be a **best method** of disposing of waste?

Activity 8

1. As you read text 8 decide what information in the text is essential to its subject (Money and Age) and what is less important. Cross out the lines which include the less important information.

Text 8

Money and Age

All over the world. money and prestige go together. The more money a person has. the more successful he is judged to be.

When a person lives on inherited income, whether it supplements what he earns, or frees him from working, he is judged as coming from a successful family. 'Old money' is thus a symbol of family success. By contrast, 'new money', or money earned by the person himself, is regarded as a symbol of personal success. In every culture greater prestige is associated with old money than with new, and the person with old money is more favourably judged.

Values relating to money change with experience in the use of money, and with realisation of the role of money in personal and social adjustments. However, money contributes to some end that is important to a person at every age.

To the young child, money is a means of getting things his parents do not give him, mainly sweets. After he goes to school, the child who has money to spend for things his friends regard as important, gains prestige and respect in their eyes.

For the adolescent, money contributes to two important ends: independence and social status. He would learn, if he had money, that he would be able to buy popularity in the form of material possessions. commercial amusements which he could enjoy with his peers, and family status symbols. All these increase his social acceptability. He also discovers that leadership, like popularity, can be bought if one has enough money. In planning for his future, therefore, it is not surprising that the adolescent is more concerned about how much a job pays than about the nature of the work, how interesting it is to him, or what opportunities it offers for future advancement.

To the young adult. as to the adolescent, money is primarily a means of acquiring prestige symbols, respect, and of fulfilling his needs for entertainment. He also discovers that still other symbols of success have a price tag. Should he want to go to a famous college, should he want to go to a graduate or professional school to prepare for a prestigious occupation, or should he want to belong to the exclusive social and professional organisations of the community, he must have money to pay for it.

A person does not view money as a source of security until he experiences the problems related to lack of money. So long as he is a minor and lives under the parental roof, he will be taken care of even if the breadwinner of the family is unemployed. Social security and other aids guarantee him this security.

When adults discover that satisfying their desire for prestige symbols often means buying on instalment and being constantly in debt, they begin to change their attitudes about budgeting and saving money. This is hastened by the anxiety that comes from fear of losing their jobs, being unable to pay their debts, and having to ask their families or friends for help.

Middle-aged people worry about unemployment, the difficulty of getting another job, and the financial distress they would face if the family breadwinner should die or be invalided. They place high value on saving and on spending money wisely, and low value on spending freely for what they now regards as 'extravagances'.

By the time people reach the sixties and are facing retirement, the value of money as a source of security reaches its peak. To the elderly, the value of money lies not in the prestige symbols or pleasures it will buy but in the security and independence it will provide.

Thus money values could affect personality through the effect they have on personal and social adjustments. Were a person to have enough money for the prestige symbols he craves and were he able to feel reasonably secure in his ability to maintain an independent status, the effect on his self-concept would be favourable. One of the conditions that leads to negative self-concepts in old age is lack of money for these very important personal needs.

One of the bases for social judgment throughout life is the amount of money the individual has for status symbols and recreations. Thus the more money a person has, other things being equal, the more favourably he will be judged by members of the group with which he is identified and the greater will be his chances of social acceptance. Furthermore. since the person's self-concept is a mirror image of the way significant people in his life judge him or the way he believes they judge him money is a means of improving the self concept or of damaging it.

2 Try to present in the form of a table the main information in the text as it relates to the title of the passage.

The age group	*The role of money*
1 Specific to different age groups	
A the young child	________________
B ________________	(a) ________________ (b) ________________ (c) ________________
C ________________	(a) ________________ (b) ________________
D ________________	________________
E ________________	________________
2 Not connected with any specific age group but relevant to age in general	(a) ________________ (b) ________________ (c) ________________

3) 'All over the world, money and prestige go together.' Do you agree with this statement or do you think this text is characteristic of a specific culture? Write your reasons in a paragraph of 10-15 lines.

Vocabulary

For each underlined part in section A below, find a word with a similar meaning in section B and rewrite it in the space provided. The first sentence is done for you.

A

1. The family found that its financial difficulties <u>became greater</u> as time went on *(increased)*

2. The <u>admiration</u> given to a person does not necessarily depend on his material possessions. (________________)

3. None of the candidates really <u>deserved</u> the reward. (___)

4. The factory has <u>stopped</u> making expensive cars.(______)

5. Some people <u>have a strong desire for</u> power and influence. (________)

6. In the past passivity has been <u>connected</u> with the female and aggressiveness with the male. (________________)

7. It is assumed that smoking <u>has a share</u> in the growth of lung cancer. (________________________)

8. The growth of the plant was <u>quickened</u> by artificial heating.

9. A <u>shortage</u> of love may be as fatal as a shortage of money. (_______________)

B

hastened	veneration	ceased
contributes to	merited	lack
increased	associated	crave

4

The following words have several meanings each. Underline the meaning they have in Text.

1. end (line 9)	a last part b finish c purpose
2. distress (line 34)	a pain b danger
3. retirement (line 37)	a with drawing b giving up one's work

5) **Comprehension**

1 The statement which best expresses the main point of the text is

A people need money because only with money can one buy material possessions.
B Money always contributes to some end that is important to a person.
C Money and prestige go together.
D Money is the basis of successful marriage and social security.

2 The fact that money and happiness are interrelated means in the text that

A the more one earns the happier one is.
B money is the direct source of happiness.
C money is a means of getting something that makes one happy.
D without money people can never be happy.

3 The text mentions the fact that money helps to achieve

A respect.
B love.
C superiority to others.
D popularity.

Activity 9

When you read text 9, outline the eight basic requirements that the writer claims are essential for a good teacher, using one phrase for each point. Do not write complete sentences.

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________

What Makes A Good Teacher?

Text 9

The Personal Qualities of a Teacher

First, the teacher's personality should be pleasantly live and attractive. This does not rule out people who are physically plain, or even ugly, because many such people have great personal charm. But it does rule out such types as the over-excitable, melancholy, rigid, sarcastic, cynical, frustrated, and overbearing. I would say too, that it excludes all of dull or purely negative personality, because school children probably suffer more from bores than from brutes.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy-in the literal meaning of that word: a capacity to tune into the minds and feelings of other people, and especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this is the capacity to be tolerant - not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induce people, and again specially children, to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest, which, however, does not mean being a plaster saint. It means that he will be aware of his intellectual strengths and limitations, and will have thought about and decided upon the moral principles by which his life shall be guided. There is no contradiction in my going on to say that a teacher should be a bit of an actor. That is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act - to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. He will not get into the profession if he is of low intelligence, but it is all too easy, even for people of above-average intelligence. to stagnate intellectually - which is to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however, improbable (they happen!) and able to improvise, if necessary at less than a moment's notice.

On the other hand, a teacher must be capable of infinite patience, which. I may say, is largely a matter of self-discipline and self-training: we are none of us born like that. He must be pretty resilient; teaching makes great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a teacher should have the kind of mind which always wants to go on learning. Teaching is a job at which one will never be perfect; there is always something more to learn about it.

Claim And Evidence

In scholarly writing the writer's claims are often supported by evidence. The best evidence would include reference to scholarly scientific studies which prove that the writer's claim is valid. Weaker evidence could be a non-scientific opinion poll. Personal experience, experience of a small non-representative group or a generally accepted opinion. For example, in Text 9, the writer justifies the requirement of personal charm by saying that 'children probably suffer more from bores than from brutes' (lines 5-6). No **better evidence** is given that personal charm is indeed necessary.

2. In text 9 look for evidence to support the writer's claims about the teacher's personality. Underline **once** the lines including the evidence, and the claim that is supported by it **twice.**

Activity 10

As you read text 10, mark the lines where the writer **gives evidence for his claims.** How does this type of evidence differ from that in text 9.

Text 10

Personality and Teaching

People who argue that good teachers are born and cannot be made, or trained, usually base their position upon the teacher's personality. They maintain that with the right personality, training is superfluous; with the wrong personality, training is useless.

From my own student recollections it seems to me that this is a personal impression.

My strongest recollections are those of teachers who had strong personalities.

In examining this argument, let us first define our terms. In everyday speech, the terms 'character', 'individuality and personality' are apt to be used almost interchangeably, which means that if we put the adjective 'strong' or 'weak' before them, the expressions mean more or less the same thing.

If, however, we pick our words more carefully, we make distinctions. Thus, when we speak of a person's character, the reference is to his moral standing; when we speak of his individuality, we refer to qualities which make him specifically different from, although genetically similar to, other persons; and when we speak of his personality, we refer to him as a social force.

Thus some of my strongest student memories are of a teacher who was convivial, a good mixer, and an impressive social personality.

Therefore, a person may be of high character and marked individuality, and yet may be the kind of person who could never make, for example, a good salesman or politician, because he fails to impress people: or, as we say, he lacks social force, which is the same as having no personality, or a 'weak personality.'

Obviously then, a really weak personality is a fatal disqualification for teaching. On the other hand, a teacher's personality that is too powerful may also be a disqualification. because of his tendency to dominate and rule the classroom situation. He may fail to cultivate personality and individuality in his own pupils. Such a dominating instructor left painful memories in my early school days when I was struggling to discover my own identity.

However, this consideration of the teacher's personality, from the point of view of training him to teach in a College or University, does not seem to me to weaken the case for good teacher training. On the contrary, it may strengthen it if the training course includes effective psychological analysis of the classroom situation, and the interaction between teachers and students personalities.

It was a fruitful interaction like this between another high school teacher and myself that persuaded me to continue my studies in the field of education. i now assume from this experience that his own teacher training had included wise guidance in how best to adapt his personal qualities to the classroom situation. He struck me then as being alive, honest, adaptable, patient and constantly trying to improve himself in his profession. If I had been asked then whether he was a good teacher or not, I would have said that he fulfilled all the reasonable expectations of a young high school student.

Below are six claims about the teacher's personality and teacher training. Which of them are made by the writer in text 10. Next to each statement mark whether it is made by him (True), or not (False).

1. Even if a teacher has the right personality, he still needs teacher-training (True/False)
2. The most important requirement for a teacher is his moral standing. (True/False)
3. The most important requirement for a teacher is being a social force. (True/False)
4. A teacher with a very powerful personality is sometimes unable to develop personality in his students. (True/False)
5. A person of high character and marked individuality will make a good teacher. (True/False)
6. A teacher's success depends on his personal qualities more than on his intellectual ones. (True/False)

Vocabulary

The following words have more than one meaning. Look at the way in which the words are used in the text and then tick ( ) that meaning in the list given below:

Text and line number	Word	Meaning
1) Text 9 line 1	live	(a) living (b) not recorded in advance (c) full of energy, activity
2) Text 9 line 2	plain	(a) simple (b) frank

(c) not pretty
(d) area of level country

3) Text 10 line 2 position (a) posture
(b) way of thinking
(c) place
(d) condition

group activity: (simulation)

- Divide yourself into groups of 6-8 students.
- Each group assumes the role of an Admission Committee to the Teacher Training Department of an institution.
- Each member produces a list of **10 basic requirements** for a successful candidate for this department, based on the two texts 9 and 10 and their own personal experience. They write down these requirements in the order of importance.
- The group members read out their lists and compare it with each other.
- The members then discuss the importance of different qualities and requirements of a good teacher.
- The members come to an agreement and finalize a list.
- Each group presents their list alongwith arguments to support their selections.

UNIT (III) C

Information Transfer Activities

Activity 1

Read text 1 and complete the table given below.

Text 1

Imagine a piece of land twenty miles long and twenty miles wide. Picture it wild, inhabited by animals small and large. Now visualize a compact group of sixty human beings camping in the middle of this territory. Try to see yourself sitting there, as a member of this tiny tribe, with the landscape, your landscape, spreading out around you farther than you can see. No one apart from your tribe uses this vast space. It is your exclusive home-range, your tribal hunting ground. Ever so often the men in your group set off in pursuit of prey. The women gather fruit and berries. The children play noisily around the camp site, imitating the hunting techniques of their fathers. If the tribe is successful and swells in size, a splinter group will set off to colonize a new territory. Little by little the species will spread.

Imagine a piece of land twenty miles long and twenty miles wide. Picture it civilized, inhabited by machines and buildings. Now visualize a compact group of six million human beings camping in the middle of this territory. See yourself sitting there, with the complexity of the huge city spreading out all around you, farther than you can see.

Now compare these two pictures. In the second scene there are a hundred thousand individuals for every one in the first scene. The space has remained the same. Speaking in evolutionary terms, this dramatic change has been almost instantaneous; it has taken a mere few thousand years to convert scene one into scene two.

(From Desmond Morris: **The Human Zoo** (Corgi Books, 1970)

	Scene 1	Scene 2
land		
human beings		
other living creatures		
your feelings		
what people do		
idea conveyed		

Activity 2

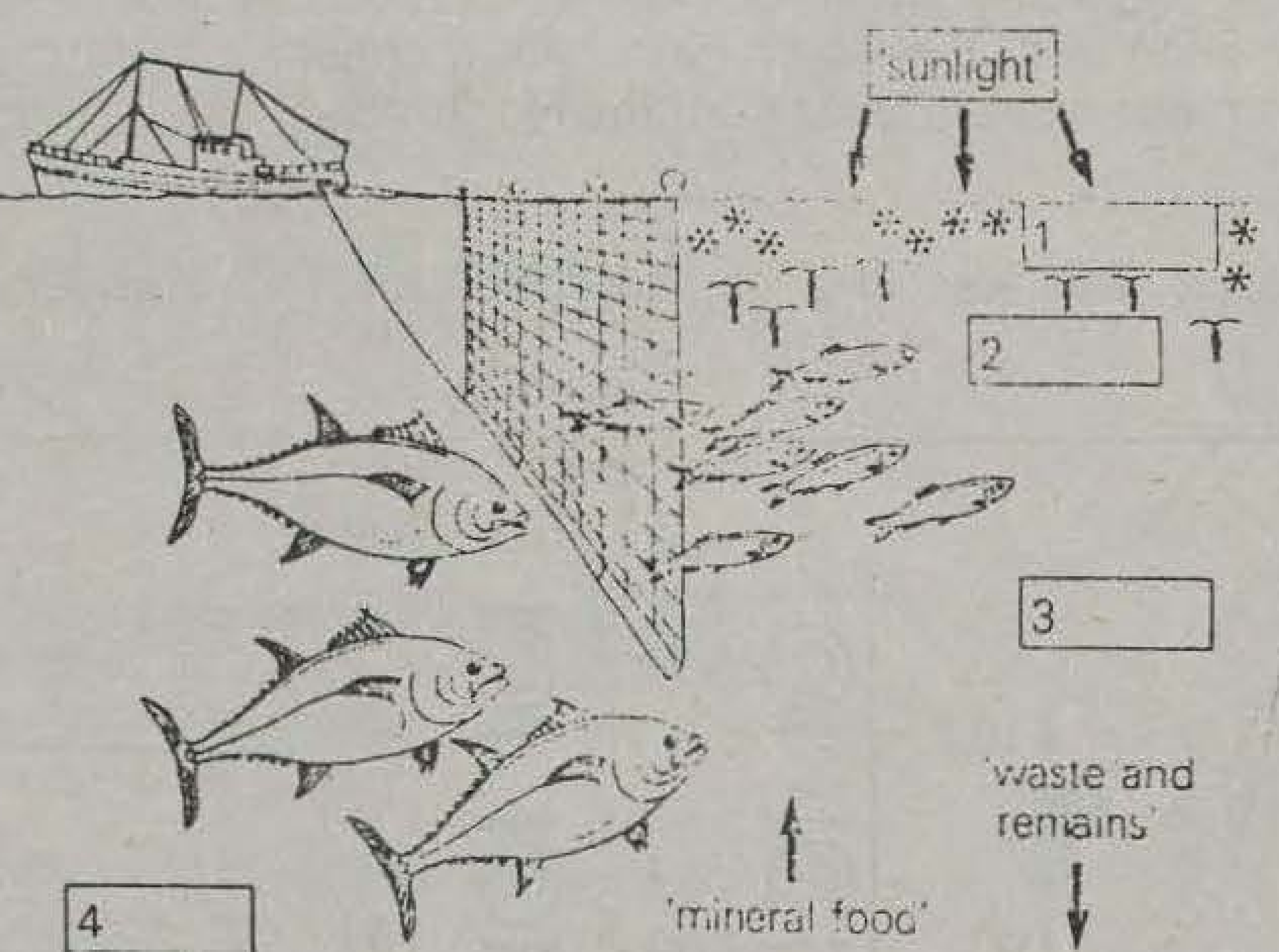
Read text 2 to fill in the boxes in the table below:

Text 2

A Food Chain

Food chains in the sea can be very complex. Plants so small that they cannot be seen by the naked eye grow in the sunlit surface water. These plants are eaten by tiny animals called copepods. Copepods are eaten by herrings, and the herrings are eaten by larger fish such as tuna. All these produce waste products. The waste products and the remains of dead plants and animals are used as mineral food by the surface plants. the chain of life never ends; man harvests some parts of the chain by fishing.

(Anon. 1978: 7)



(adapted from: Williams; 1984)

Pair work

Activity 3

Below is a diagram which shows how the guests are arranged around the table. Read the passage (text 3) carefully and complete the diagram by writing the names beside their place numbers. The first one, (I) Jamil Ahmeds' position, is done for you. You have <u>12 minutes</u> for this task.

First do this activity individually and then compare your diagram with your partner. Discuss differences if any.

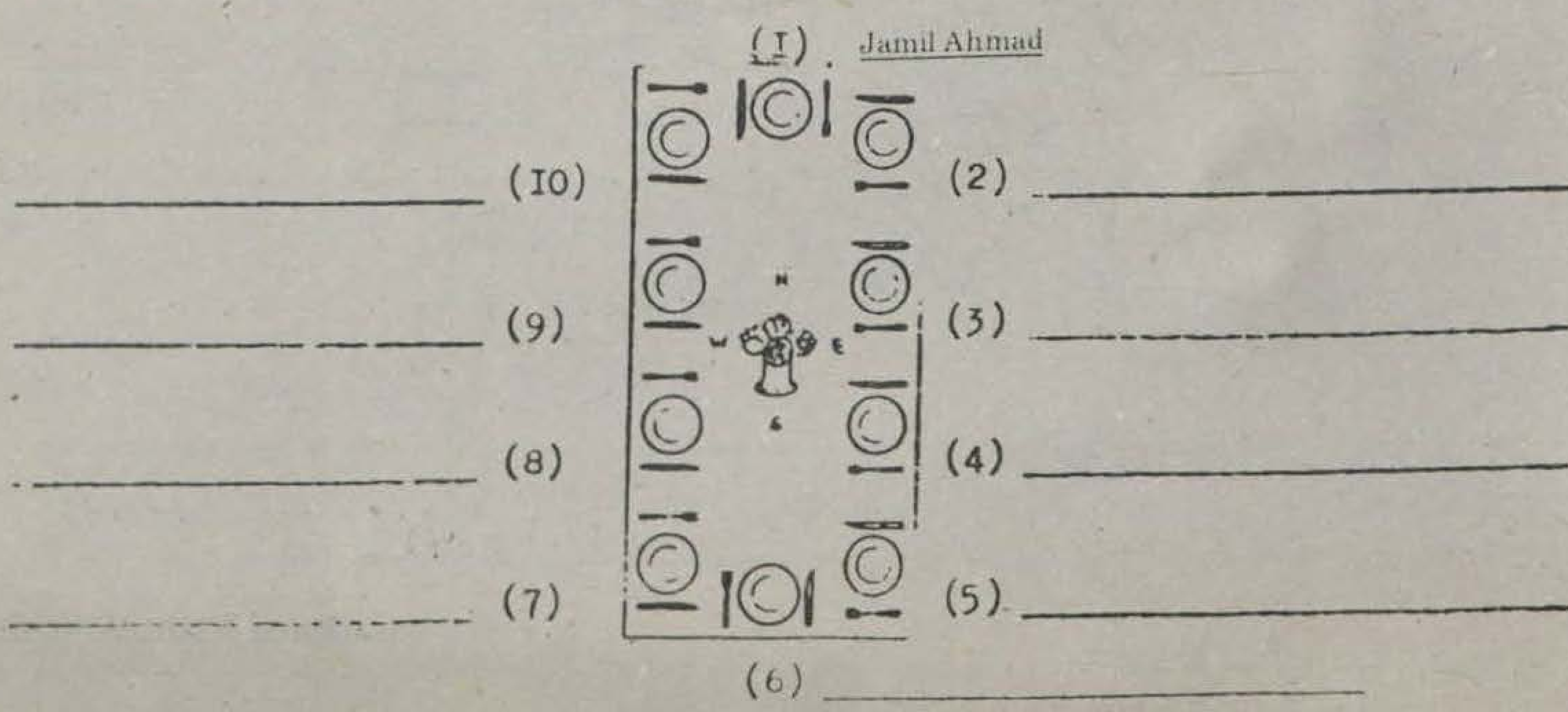
Text 3

In the centre of the table was a small silver vase with four roses, deep red roses, tidily arranged (for Jamil Ahmed was a man who loved precision) like the four needles of the compass - North, South, East and West. And around this rose-pointed compass the guests were arranged. Finding the right arrangement had not been easy, but Jamil Ahmed had hit on a simple solution: to put the 'talkers' opposite each other, and the "non-talkers" between them. Like this, he was sure at least that the conversation would be directed towards the centre - towards the silver vase and not away from it. On this basis, he had divided his guests into those who talked "too much" and those who 'talked "too little" He also insisted that no two men and women sat next to each other.

Now, as he looked down the long table, he saw with satisfaction that his planning had been well done. He was right. The 'talkers' were talking, and 'non - talkers' listening. He felt a scientists's pride at having distributed forces so well. At each corner was a talker, between each talker were two non-talkers; and, at either end, like two magnetic poles, the host and hostess, Jamil and Rehana Ahmed.

Two conversations were going at once. He sat back and listened. 'It 's not the first time; things have disappeared before" ..... Ayesha Ahmed who with every word moved her knife closer to his fork, was explaining her 'theory' to the Dauds. While from the opposite corner, Ali Assef (whom Rehana had playfully called my left-hand man) was explaining his theory to the Maliks. "A professional thief would never have used dynamite ......" Silent and respectful, the two married couples stared at each other over the roses. But before they could say anything, two over the voices had broken into the conversation. Azam Amjad like a warm wind from the South-East, with a cheerful: 'Well, they didn't take everything, did they?" And Izzat Zaman like a sharp blast from the North-West, with a cold; "How d' you know it was they?."

Jamil Ahmed was pleased. This was what he had hoped for. The arrangement could not have been better planned.



Activity 4

Read text 4 to match the problems to the recommendations in the table:

Text 4

Final Declaration of the Regional Conference on Women and the Environment

Empowerment means that women need to be taken seriously. This forum has proved that policy makers, planners, international agencies and experts can no longer ignore the voice of poor peasant women when they develop ways and means against incredible odds to deal with the present environment crisis. This forum has proved that the issue of the North versus the South is central to this environment crisis. Women are the epicenter of this centre.

Recommendations

Land

1. Recognising that there is a male preference in land ownership, and that women need ownerships of land in order to get access and control over (natural) resources and credit; that about thirty per cent of the rural households in the region are headed by women; and that for environment regeneration women's control over land is crucial;

we recommend that ownership of land jointly or singly by women should be guaranteed by Governments as a matter of priority.

2. Recognising the serious and rapid degradation of resources though out the region, and the adverse affect of this degradation on the work and health of women;

We recommend that governments mandate scientific institutes and originally and universities, which have proven technologies for restoring highly degraded land, to transfer the available knowledge and technologies to local communities, focusing on the needs and knowledge base of peasant women and ensuring their full participation.

3. Recognising that research and dissemination is a two-way process;

We recommend that traditional knowledge and practices of peasant women be documented and used by scientific institutions and policy makers in development policies and programmes on environment and development.

4. Recognising that the overuse of chemical fertilisers and pesticides adversely affects the environment and people's health, through direct contact, through water and through the consumption of contaminated products, and that women, because of their reproductive functions, and their offspring are especially vulnerable;

we recommend that women be informed about the hazards of these chemicals and about the technical knowledge for proper use; and that alternatives for these inputs be studied and encouraged as soon as possible.



Water

5. Recognising that availability of clean water is a basic human right and that effective management is necessary; and that local water management practices have yielded good results;

We recommend that Governments incorporate local communities in planning and management of their water programmes and projects, and in particular guarantee women's participation.

6. Recognising that natural disasters, like floods, have a detrimental effect on people's lives, especially those of women; and that flood prevention measures and relief tend to neglect women's needs;

We recommend that all flood relief and prevention programmes incorporate the views and voices of women, and ensure their participation at all levels and in all stages.

Forests

7. Recognising that peasant women are the primary users and collectors of forest produce and that therefore forests are central in their lives;

We recommend that the usufruct rights of the people be restored in places where they have fallen in disuse; that poor perasant women, who rely on these forests, should have fifty per cent representation on forest management committees; and that social forestry programmes and the selection of species to be planted should be done in consultation with women's groups and this information should feed into research programmes which are executed by forest management institutes.

Empowerment

8. Recognising that the low status of women is the underlying factor exacerbating the environment/development crisis;

we recommend that technical training, legal literacy, environmental literacy, adequate health and nutrition, access to resources and credit facilities are basic entitlements and Governments are accountable to provide these as enabling factors to improve the status of women.

9. Recognising that the experiences of effective group organisation to conserve and regenerate the environment have shown that women's vulnerabilities can be reduced through collective action;

We recommend that intermediary organisations such as NGOs and traditional organisations promote this kind of activity as an essential tool in the empowerment of women.

Women as a voting constituency are increasingly becoming important on this sub-continent and their voices can no longer be ignored.

Source: Aurat Foundation report.

Problem	Recommendation
Research is a two-way process	Joint ownership of land or singly by women.
Availability of clean water.	Governments maindate scientific institutes and agricultural universities
For peasant women forests are central to then lives.	Access to training, legal literacy, adequate health and nutrition.
	Women should be informed of hazards of chemical fertilizers.
Natural disasters have a harmful effect on people's lives.	

Group work

- Divide yourselves into groups of 6-8 students.
- Study these recommendations critically to agree or disagree with the declaration made at the regional conference on women and environment.
- Would you like to add more recommendations for peasant women.
- What about urban women and their problems. Discuss and give recommendations.
- Present your proposals to the class.

Activity 5

Read text 5 to fill in the blanks below

Text 5

Development And Evolution

An ecosystem exists in a state of equilibrium. It can support a certain number of plants and animals of different species. When the population of one animal increases, there will be a change in the ecosystem. There will not be enough food and water for all the animals. Consequently, some will die. The system will return to its state of equilibrium. The ecosystem regulates itself in the same way as a thermostat regulates the temperature in a heating system.

Ecosystems are not static they change all the time. Plants and animals are able to adapt to changes in the physical environment. It is possible to predict changes. For example, when fire destroys the vegetation in a region, there will be certain changes. First grass and some flowers will grow. Then insects will appear. The wind will blow the seeds of small trees. These trees will grow and birds will appear. As the trees grow, the grass will disappear and a dense forest will develop. Some trees can not live in a dense forest and will die. Other trees will develop and a community of birds and animals will live in the forest.

During long periods of time ecosystems evolve. The evolution of an ecosystem is caused by factors inside and outside it. Consider the evolution of the atmosphere. When life began on earth, the atmosphere contained nitrogen, hydrogen and other gases but no oxygen. There was no ozone in the atmosphere. Consequently, the sun's rays prevented life from developing on land. The first living organisms developed under the sea. After the evolution of photosynthesis, the oxygen in the atmosphere increased and life expanded. Complex living organisms developed. As the oxygen in the atmosphere in creased, a layer of ozone was formed. Life was then possible on the surface of the earth. Life on earth depends on the equilibrium of the atmosphere. There is now a danger that man-made pollution will destroy the equilibrium.

1) Growth of A ....

1. .... of grass and some flowers.
2. Appearance of ....
3. Growth of ....
4. .... of birds.
5. Development of .... birds and animals.

Reading tables, graphs, barcharts

Activity 6

Look at the following table (text 6), which shows the number of clerical workers in Britain during the period 1921-81. Use the information in the table to fill in the gaps in the sentences below.

Text 6

Year	Total (million)	No. males (million)	% of total	No. females (million)	% of total total
1921	1.07	.58	54.1	.49	45.9
1931	1.43	.78	54.6	.65	45.4
1951	2.34	.93	39.8	1.41	60.2
1961	3.07	1.12	36.5	1.95	63.5
1971	3.49	1.04	29.9	2.45	70.1
1981	4.01	1.01	24.9	3.01	75.1

1 The table shows the numbers of --------- and --------- clerical workers in Britain in the period 1921-81.

2 In 1921 there were --------- male than female clerical workers.

3 Between 1921 and 1931 the number of female workers ------- but the percentage of female workers --------- .

4 In 1931 the percentage of male workers was ---------than the percentage of female workers.

5 The number of male clerical workers reached its peak in --------.

6 Since 1961 the number of male workers has --------- but the number of female workers has continued to ---------.

7 Between 1921 and 1961 the number of male clerical workers almost ---------. In the same period the number or female workers more than ---------

8 In 1981 there were approximately --------- male workers and --------- than three million female workers.

9 In the 1980s, over three-quarters of the clerical workers in Britain are -----------

10 The percentage of male clerical workers reached its peak in -----------

11 The number of female workers passed one million in ---------, two million in -------- and three million in ----------.

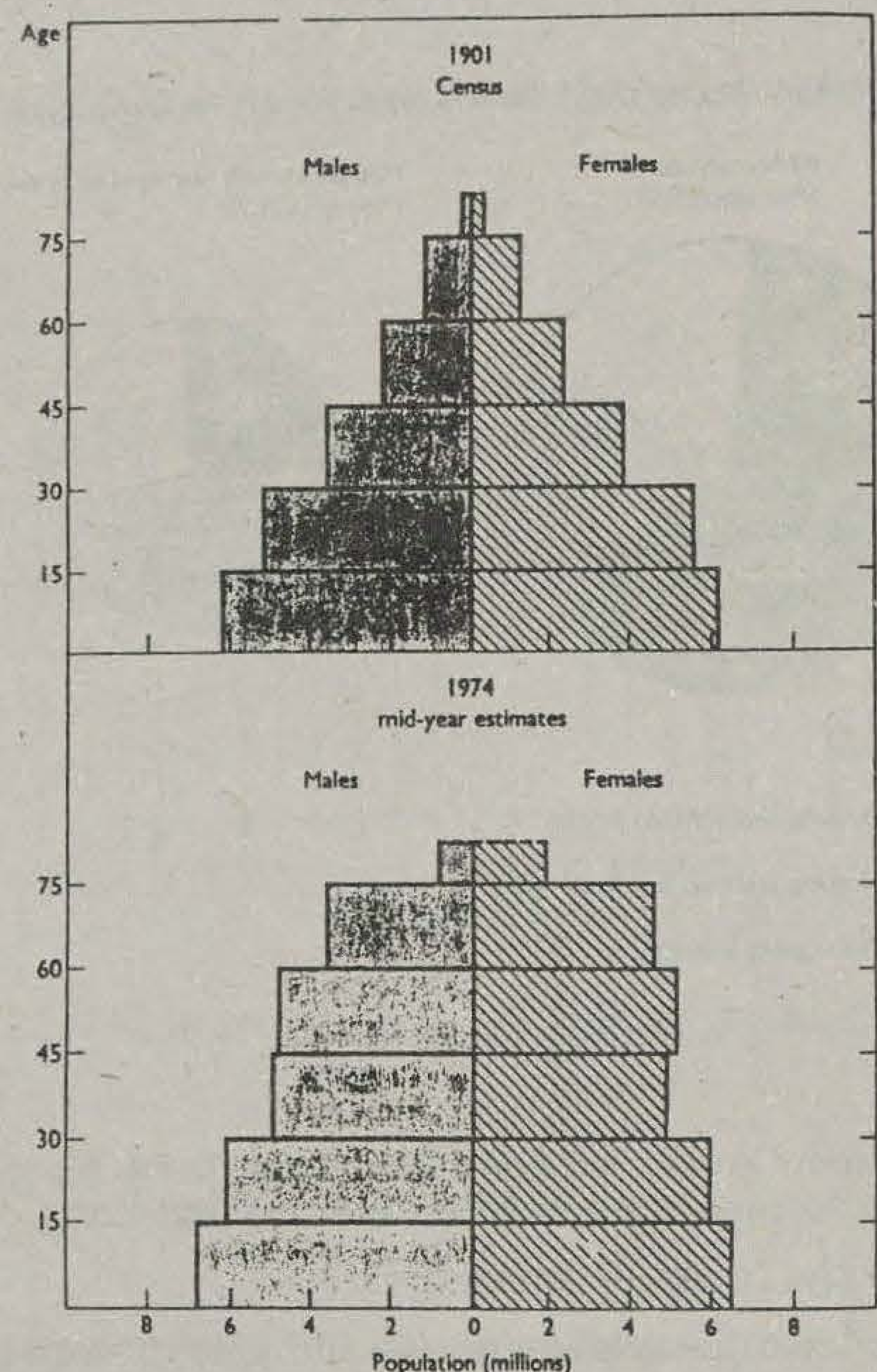
12 In future, it is likely that the number of female workers will ---------- and the number of male workers will continue to ------.

Activity 7

Look at the Bar Chart (text 7) and answer the questions below:

Text 7

Bar chart of population and age distributions of the U.K., 1901/1974



(from *Facts in* **Focus** compiled by the Central Statistical Office)

1. How does the total number of people living in Britain in 1974 compare with 1901?
2. In what age groups has the biggest increase in population taken place?
3. In the 1974 estimates, how does the number of men and women compare
   a) under 15 years?
   b) over 75 years?

4. Roughly, quantify your answers to 3 above (i.e. give approximate numbers of men and women).
   a) under 15 years
   b) over 75 years
5. a) what do you notice about the 'shapes' of the two charts for 1901 and 1974?
   b) Can you suggest some reasons for the differences in the shapes?
6. (Groupwork) Discuss in groups if the 1901 shape is a better one for the country than the 1974 shape?

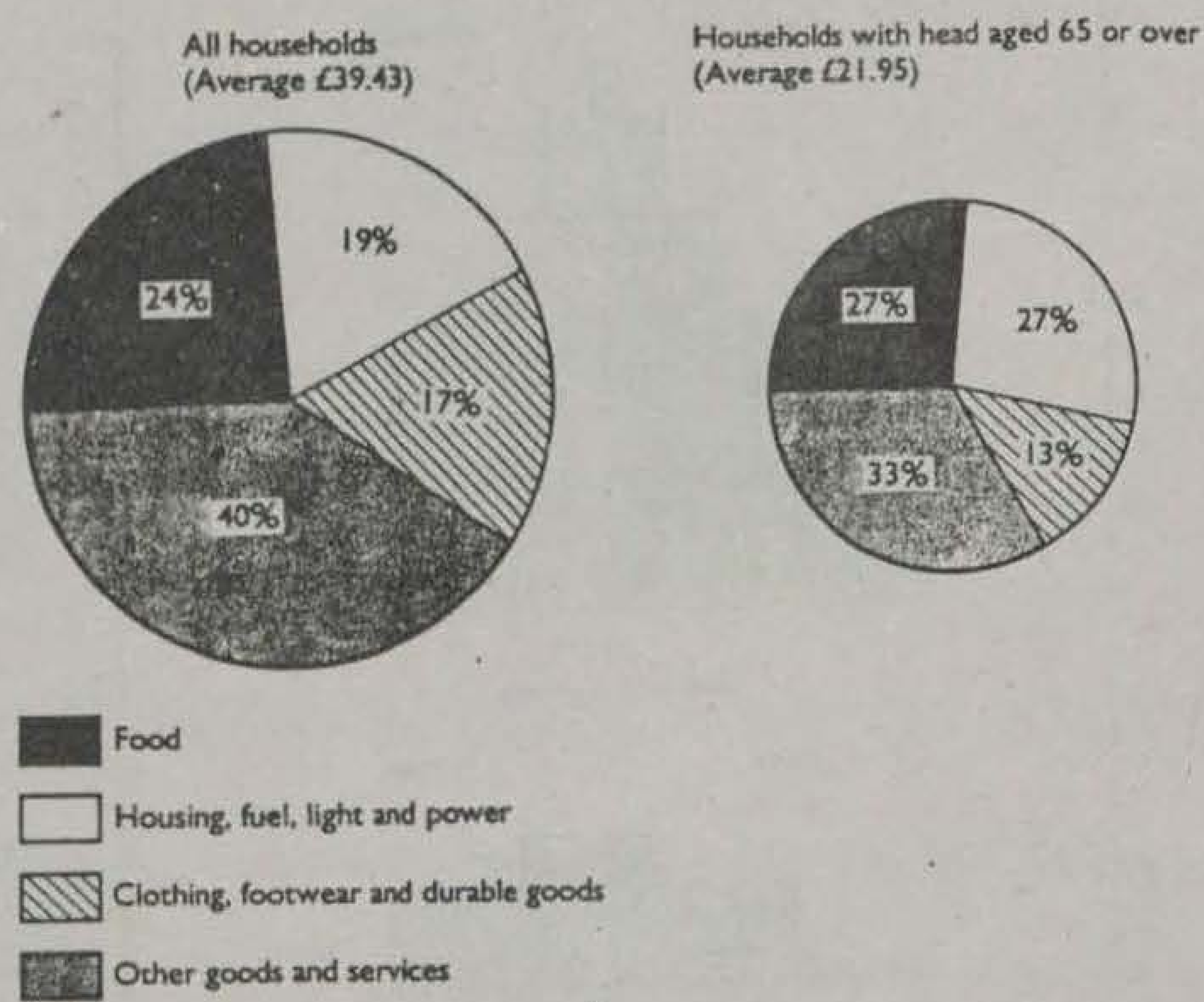
Activity 8

Look at the Pie-graph (text 8) and answer the questions below:

Pie-graph (circle-graph) of household expenditure in the U.K., 1973

Text 8

Pie-graph (circle-graph) of household expenditure in the U.K., 1973



(From Central Statistical Office, **Social** *Trends* No. 6)

1 Why is the right-hand pie-praph smaller than the left-hand one?

2 When compared to the 'over 65' household

a) what things does the average household spend more on?
b) what things does the average household spend less on?

3 On both budgets

a) What is the most important item?
b) what is the least important item?

4 Very roughly,

a) what did the average household spend on food in 1973?
b) what did the average 'over 65' household spend on 'other goods and services?'

5 **(Discussion)** Could you try to account for the differences between the two groups?

6 **(Group work)** If you made up a pie-graph for your own household expenditure, what would the main sections be? What would the graph look like? Draw it roughly, and compare yours with other group members.

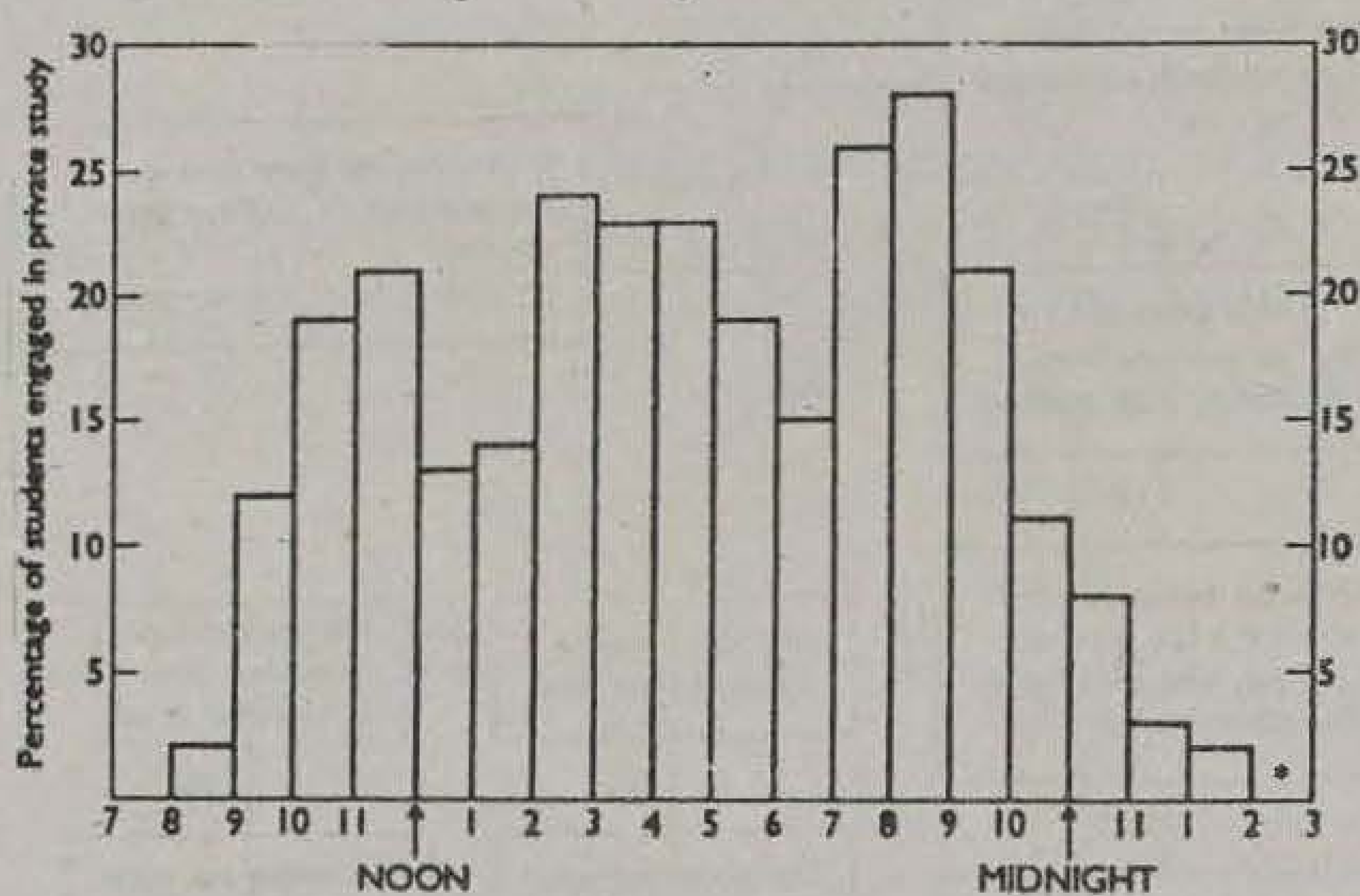
Activity 9

Study the histogram (text 9) to answer the questions.

The kind of chart illustrated below is called a **histogram.** Histograms are very often used to show how frequently something occurs, or how common something is over a given range- in this case, a period of time.

Text 9

Histogram of students' private study time



(From Central Statistical Office, *Social Trends* No. 5 (simplified) U.K

Questions

Assuming the data given in the histogram to be true for a given group of students, answer these questions:

1 What is the most popular time for private study among the students?
2 What proportion of the student body is studying at that time?
3 What is the most popular time for private study
   a) in the afternoon?
   b) in the morning?
4 What proportions of the student population study
   a) before 9 a.m?
   b) after midnight?

5 What are the periods when more than 20% of the student population are doing private study?
6 The chart is not even, but goes up and down. Can you explain these 'mountains and valleys'?
7 Do you think that the most 'popular' periods are necessarily a matter of the students' personal choice?
8 **(Group work)** When do you usually do your private study? Compare notes with the rest of the group and make a histogram.

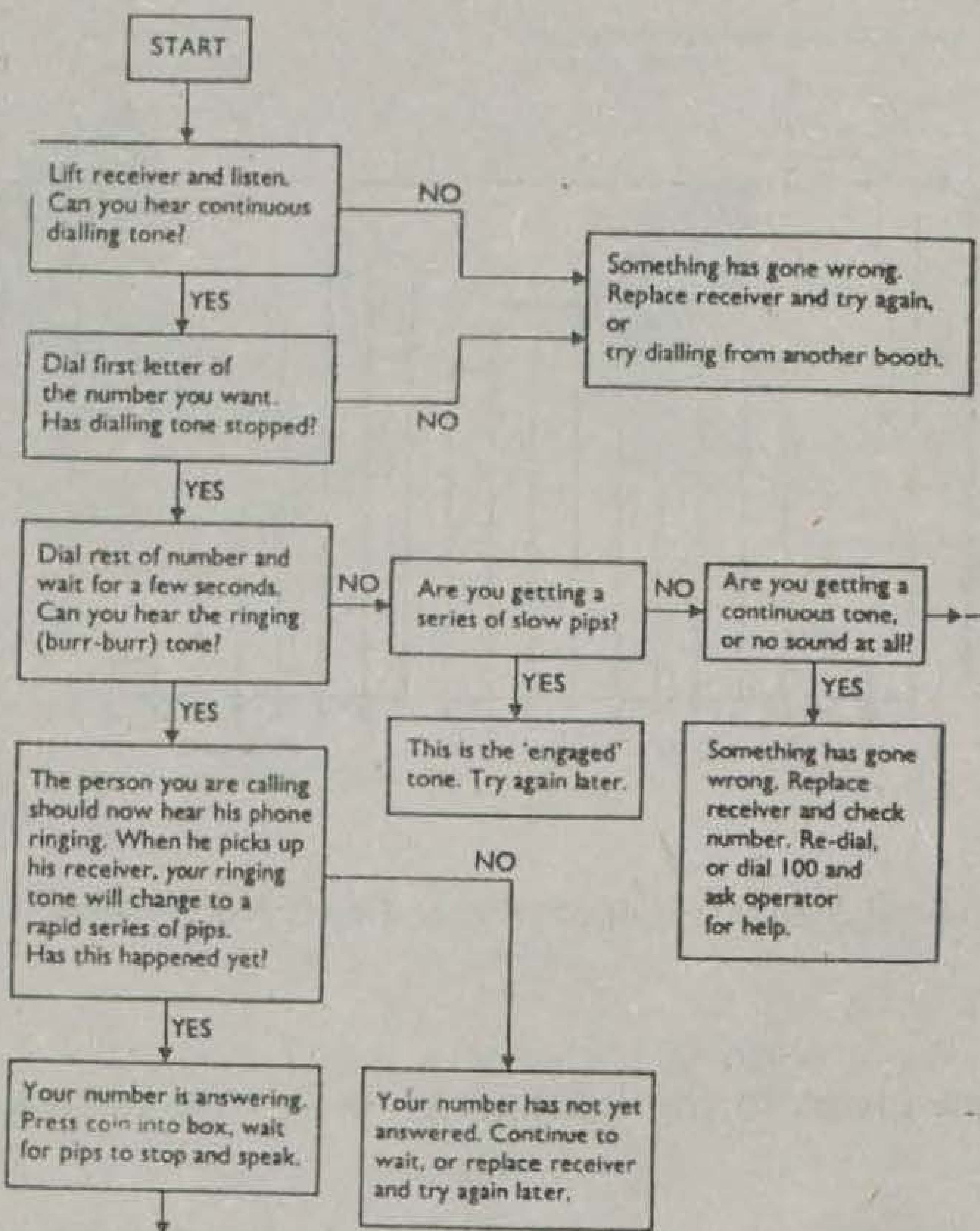
Activity 10

Study the algorithm text 10 below to answer the questions.

Below is an example of a special kind of chart used for describing complicated processes. It is called an **algorithm.** It shows you how to make a local telephone call in Britain (not usually a very complicated process).

Text 10

Algorithm for making a local telephone call



(From Flow Charts, Logical Trees and Algorithms for Rules and Regulations by B.N. Lewis, I.S. Horbin and C.P Gane)

1 a) What advantages do you think algorithms have over the ordinary way of printing advice or instruction?

b) Do algorithms have any disadvantages compared to the normal presentation?

c) In what sort of a situation do you think an algorithm would be more helpful than the normal method of presentation?

Group work

2 Below is a set of instructions for **finding a particular book in the library.** See if you can present the same information in the form of an algorithm while working in groups.

Finding a particular book in the library

Let us imagine that someone has mentioned to you a book called **Pakistan in the Twenty First Century** which he has recently returned to the College/University library, and you have decided that you wish to borrow it.

Finding a particular book in the library is quite easy if you know both the author's name and the title of the book. You simply go to the **author catalogue,** which is alphabetically arranged you will find a card with the authors name, the title of the work and the shelf - mark, which tells where about in the library the book in kept. You will go to the appropriate shelf, take the book and get it stamped at the issue desk.

If the book is not there, it means that someone has got it out. In that case, you can go to the issue desk and reserve it.

If you do not know the author, but only the title see if the library has a **title catalogue**. If it has check it up in the same way as you did with the author catalogue. If these is no title catalogue title, then it should have a **subject catalogue.** You will have to check through all the titles under the subject until you find the one you are for. The card with the title on it will also have a shelf-mark, and then you proceed as we mentioned before.

(adpated from Wallace: 1980)

UNIT IV

Study Skills

IV A.

Note - taking

Taking notes is essential in order to remember what one reads or listens to but it has a further use: when taking notes it is necessary to establish the **structure of the text and its key ideas** and leave out inessential information. It is an advanced activity and sums up most of the strategies developed in the first three parts.

Factors involved in taking good notes:

1. **Recording key points:** you should record only the main idea and the important details.

2. **Reducing language:** you should make short notes by reducing the language content.

   This can be done in several ways:

   a. **Deleting certain words** eg. articles, the verbs **to be** and **to have**, unimportant adjectives, adverbs etc.

   b. **Using symbols and numbers** instead of words.

   c. **Using abbreviations,** both standard and personal.

   d. **Using acronyms**

   e. **Using tables, charts and diagrams.**

3. **Organizing notes in a format that is easy to understand.**

As there is no standard format for notes, the students should take notes either in the form of charts tables or diagrams or by writing down words, phrases or sentences appropriate to their needs.

Taking notes from a text

1. The first thing to do is to **survey** the text. The purpose of the survey is to acquaint yourself with the text, so that you can quickly find out what the main points are, and what he is deriving at.

2. To read the text again **making a note of the main points** and how they relate to one another. This can be done mentally if the text is short, or on the text itself by **underlining** (if the text is your own!) or directly into your notebook.

3. When writing the main points in a notebook, put them down in the form of a **diagram,** or a **list** (which is often the most convenient method). There are many ways of listing. Choose a system and stick to it.

   Except for the decimal system, these systems can be used in combination.

Compare

I ________

II A ________
B ________
1 ________
2 ________
3 ________
4 ________

III A ________
B ________
C ________

IV ________

1 ________
2 (a) ________
(b) ________
(i) ________
(ii) ________
(iii) ________
(iv) ________

3 (a) ________
(b) ________
(c) ________

4 ________

Note **headings, subheadings, numbering of points, indentation etc.** Various activities suggested here will help to enhance your note - talking skills. This will help to make clear the **relationships of the various parts of the text** and help in **summary-writing**. (This skill will help you greatly in taking notes from a lecture: Your teacher will promote more guidance)

IV B Summarizing

Of all the writing skills you will need as a student, one of the most useful is the ability to write a summary. A summary is a **shorter version of the text**, its aim is to give the reader a clear idea of the most important information in the text. A summary can be of any length, depending upon the student's goal in writing it. Summaries generally range from one sentence to about one fourth of the original. **In precis writing the expected length is one - third of the original passage.** A final characteristic of summaries is that they are written in **your own words** rather than copied from the original.

What to Include In a Summary:

1. In order to write a good summary, It is first necessary to thoroughly **understand** the text to be summarized. Clarify the meanings of unfamiliar words or phrases by using the techniques explained earlier in unit III.

2. **Two or more readings** will be required: The first should be devoted to understanding the **author's controlling idea or thesis as well as the purpose of the text;** subsequent readings can then serve to help you gain a better grasp of the details of the text.:

A good summary usually includes

a. **the controlling idea**

b. **the major thought relationships** used by the author to provide support.

c. any **important definitions** of key terms.

d. an indication of the **author's attitude toward the subject matter**. Is the author

describing; praising or criticising? Is he certain or uncertain bout what is being discussed.

When should examples be included?

Ordinarily, minor examples and details an **not** included in a summary: on the other hand there are situations where certain examples and details **should** be included. The following guidelines will help you to determine when examples might be included in a summary and when it might be better to omit them.

In a very short summary (**a one-sentence summary**) restate only the **controlling idea,** mention **no** examples or details.

As your summary gets longer, as in precis writing you can include more of everything: a lengthened version of the controlling idea and of the primary thought relationships (main ideas) as well as some examples or details.

If a text is made almost entirely of examples, a few should be included in even a moderately short summary, which you consider to be **most representative of the author's thought.**

If the **concepts** in the text are so **complex** that the summary could not be understood without examples, include a few.

UNIT IV

Activities

Ways of summarizing

The following are different ways of writing summaries commonly used:

1. Summary in note form;
2. Summary in the form of headings, topics or points;
3. Summary in connected sentences, or precis.

Summarizing in Note Form

Example:

To illustrate what happens when a piece of information is converted into notes let us see how one writes **a telegram,** as the same process is used.

For example, if you write a letter to someone requesting him to meet you at an airport you will write something like this (the address is omitted):

Dear Shahid ,

As I told you in my previous letter, I am accepting your kind invitation to visit you, and I shall be coming to Lahore on 5 September, 1994. I have decided to fly as my time is rather limited. Since I am not acquainted with the streets of Lahore I do hope you will be able to meet me at the airport. My flight number is PK 595 and the expected time of arrival is 1730 hours (5.30 p.m).

Until I meet you, all the best.

Yours sincerely,

Rashid

Now, if it was too late for Rashid to write to Shahid , he could have sent him a telegram, which would have stated simply:

MEET ME LAHORE AIRPORT 5 SEPT FLIGHT PK 595 ARRIVAL 1730 HRS RASHID

1

The telegram contains only the information that Shahid needs to know. Besides, it is written in a kind of abbreviated language, in which certain words necessary for a grammatically complete sentence are omitted. As the charge for a telegram is so much per word, it is necessary to reduce the number of words to the bare minimum.

Activity 1

Change the following letters text 1 into telegrams:-

Text 1

A Dear Ali

Thank you again for your invitation. When I wrote to say that I would be coming to Lahore, I did not foresee that my college would be organizing a field trip to study certain geological formations. As I should not miss this trip I am sorry I have to cancel my visit to you. May be I shall be able to come to Lahore during the next holidays. All the best to you and your family.

Yours sincerely

Haroon

B Dear Shamim

Thank you very much for the portable Sony cassette recorder you sent me on my sixteenth birthday. It came as a pleasant surprise as I had not expected anyone to remember my birthday. Since receiving it, I've found many important uses for this "toy". I take it to the classroom and lecture hall to record lessons. For leisure I use it to play the latest rock music and on weekends I take it to the beach. It's so handy. Thanks again for this marvellous gift.

Best wishes,

Sarah

C Dear Ayesha

I sit for an important exam in about two weeks' time and I need a particular book for revision. My college bookstore has sold out its stock of the book and I've not been able to get it in other stores in town. The title is *A Practical Approach to Comprehension and Summarizing,* by Adil Peer. The book has 160 pages and is published by PEF International. It sells for Rs.220/- here but may cost more elsewhere. Send it to me by air parcel as soon as you've got it.

Your loving brother

Azam

Summarizing in the form of Headings, Topics or Points

This involves reading the passage very carefully as many times as necessary until its meaning is fully grasped, then writing down a number of points about what you have been reading. Each of the points may well be the heading or topic of a paragraph or part of a paragraph in the passage.

Example:

Study the following **example** closely.

Before the Second World War insect pests were very difficult to eradicate. Farmers tried to get rid of these pests which were damaging their crops by difficult and often wasteful methods, such as burning of large areas which were infested. People whose homes were overrun by cockroaches or bed bugs used ineffectual methods, which only reduced the numbers of the pests but never completely eradicated them.

Then came DDT (short for dichloro-diphenyl-trichloroethane), a chemical which had first been synthesized in 1874 but whose effectiveness in killing insects was not discovered until 1939, by a Swiss scientist, Paul Muller. DDT was soon hailed by farmers as a wonder pesticide which would obliterate all insect pests and bring about a revolution in agriculture. For his discovery Muller was awarded a Nobel Prize.

Not long afterwards the drawbacks of the pesticide began to emerge. First, it was observed that some insects developed a resistance to it, and thus it was no longer as effective against them as before.

The other drawback was less obvious and more dangerous to the human race. Because people who had used DDT for such purposes as killing lice in their clothes and had come into bodily contact with it had suffered no ill-effects, it was assumed to be harmless to humans. These people had used it in powder form, and in this form it could not be absorbed through the skin. But DDT dissolved in oil, as it is in insecticidal sprays, can be absorbed through the skin; if swallowed or breathed in, it finds its way into the tissues and is stored in body fat.

When used for spraying crops, DDT is ingested by animals in the woods and fields, and by fish in the rivers and lakes. Eventually it finds its way through food into our bodies. It has been proved to be highly toxic to humans, even in small quantities. Worse still, it is a cumulative poison; that is, the human body cannot remove it, and if the body keeps on assimilating it, the amount builds up until a crucial level is reached.

Worst of all, DDT is thought to affect the genes, or the hereditary factor in human sperm and egg cells, and its effect on future generations has still to be assessed.

Summary in the form of headings

1. Ineffectual methods of insect eradication before Second World War.
2. Discovery of effectiveness of DDT by Paul Muller in 1939.
3. Reaction of farmers.
4. Drawbacks of DDT:
   (a) Insects build resistance to it;
   (b) DDT dissolved in oil can be absorbed by human body;
   (c) High degree of toxicity;
   (d) Cumulative effect.
5. Possible effect on genes

A summary in the form of headings provides less detailed information but picks out and highlights the **main ideas** of the passage. It is written in a **logical sequence** and can be easily grasped by the reader. Writing a summary in this form is a good preliminary step to writing a precis.

Activity 2

Read the following passage text 2 carefully and rewrite it in the form of headings.

Text 2

One of the world's most feared diseases not very long ago was smallpox. This disease was feared because of its terrible symptoms---very high fever, severe pains and blisters filled with pus, and the fact that there was no treatment for it. About twenty to thirty per cent of the victims died, and those who survived had scars, called "pock marks", which remained for life. Some became blind.

In past centuries smallpox killed millions of people, but many others in Asia, Africa and Europe developed an immunity to it, and so the incidence of the disease in the Old World was not as high as that in the Americas after Europeans introduced the disease there. Smallpox played a great part in the destruction of the Aztec civilization in Mexico and that of the Incas in Peru; it also reduced the number of Amer- Indians in North America, so that colonization by Europeans was made easier.

The turning point in the history of the disease was the discovery by Edward Jenner in England in 1796 that vaccinating persons with the material from the blisters of cattle suffering from cowpox could immunize them against smallpox. (Cowpox is a much milder form of smallpox.) This discovery led in due course to widespread vaccination, which effectively reduced the incidence of smallpox in many countries.

It was in 1966 that the World Health Organization decided to start a campaign to eradicate smallpox. (An earlier attempt begun in 1959 had failed owing to insufficient resources in some countries). What made such an attempt feasible was the fact that smallpox virus, unlike the agents of most other diseases, could survive nowhere else except in the bodies of human beings. The campaign involved extensive and intensive vaccination programmes, involving between 200 to 250 million doses of vaccine each year. The campaign was facilitated by the use of a simpler and more economical way of administering the vaccine, using a two pronged needle instead of a scalpel, or small knife.

In 1978, the world's last known case of smallpox occurred in Nairobi, and soon afterwards the World Health Organization was able to declare that the scourge of smallpox had finally been wiped out throughout the world.

Summary in the form of headings

1.
2.
3.
4.
5.

Summarizing Sentences

Before you proceed to the summarizing of a passage of several paragraphs, it is worthwhile practising with separate sentences. Some of the rules for summarizing sentences are the same as those for whole passages:

1. Carefully read the sentence and pick out the **main idea** or gist.
2. **Omit unimportant material** which is illustrative or provides details you do not need.
3. Wherever possible make one word to do the work of two, three or four.
4. Rewrite the main idea or gist of the sentence in, as far as possible, **your own words**.
5. The **'gist'** of a sentence must be in a complete sentence, which is considerably shorter than the original.

Activity 3

Write the summary of the following sentences (text 3) in not more than the number of words indicated in brackets.

Text 3

1. From the top of the grassy hill, with the cool, soft breeze blowing on his cheeks, he saw the sea, smooth as glass and greenish blue like turquoise, under the tropical sun, with patches of white foam where the sandbanks lay just below the surface, and two small white ships at anchor. (20 words)

2. Never in my long, weary, trouble-filled life did I encounter such a situation as now confronted me, confined to a cheerless cell with an un-mattressed bunk which served both for bed and chair, and with my way to freedom blocked by iron bars and a locked gate, and all because a nimble youth had planted in my pocket a packet of an illicit drug. (25 words)

3. "When I grow up", said tiny, five-year-old Jimmy, "I want to be a fireman wearing a helmet and bright blue shirt and pants, and riding a jolly, red car with a long ladder, a red lamp and a siren --- not a manager like my Daddy, sitting in his armchair as still as my teddy bear, in front of his telephone all day long." (20 words)

4. Travelling fun fairs with their musical merry-go-rounds, thrilling switch backs, romantic Ferris wheels, dazzling sideshows, and, as a grand finale at twelve midnight, a jump by a daring high-diver, were common features in the life of the country in the twenties and thirties. (15 words)

5. A person may never have seen a ghost in all his life, and yet if he is told that the house or room he is in is haunted, the chances are he will not want to remain there longer than is strictly necessary, because in each and every one of us is a fear of the unknown and the mysterious, which has come down to us from the distant past. (25 words)

6. Television is neither a miracle agent of education nor an unmitigated evil, for while it has a unique power of attracting attention and arousing interest, it lacks on the one hand the stimulating qualities of a good book, and on the other, the capability of bad companions of drawing youths into evil practices. (20 words)

(adapted from Periera· 1981)

Activity 4

Each of these sentences (text 4) can be rewritten much more briefly without really changing the meaning. Read them carefully, and then rewrite them in as few words as possible (between two and ten.)

Text 4

1. If I were asked to given an accurate description of my physical condition at the present moment, the only possible honest reply would be that I am greatly in need of liquid refreshment.
2. People whose professional activity lies in the field of politics are not, on the whole, conspicuous for their respect for factual accuracy.
3. I must confess to a feeling of very considerable affection for the young female person with whom I spend the greater part of my spare time.
4. Failure to assimilate an adequate quantity of solid food over an extended period of time is absolutely certain to lead, in due course, to a fatal conclusion.
5. It is by no means easy to achieve an accurate understanding of that subject of study which is concerned with the relationships between numbers.
6. It is my fervent wish that the creator of the universe will do his utmost to preserve and protect the royal lady who graciously occupies the position of head of state.
7. I should be greatly obliged if you would have the kindness to bring me, at your convenience, a written statement of the indebtedness I have incurred in connection with the meal which you have just finished serving to me.
8. The climatic conditions prevailing in the British Isles show a pattern of alternating and unpredictable periods of dry and wet weather, accompanied by a similarly irregular cycle of temperature changes.
9. I should be grateful if you would be so good as to stop the uninterrupted flow of senseless remarks with which you are currently straining my patience to breaking point.

(adapted from Wallace: 1980)

Summarizing Paragraphs

Activity 5

Read the following paragraphs (text 5) carefully and choose a **title** for each of them before you write your summary. The title will help you focus your attention on the **main point of the paragraph** and thereby produce a better summary. Do not exceed the number of words stated.

Text 5

1. It is wrong to think that the influence of advertising is wholly bad. Advertising fosters competition among manufacturers producing the same type of product, and this ultimately results in a better quality of the product. Advertising by firms and shops supplying the same commodity increases awareness among the public of the various places where the commodity is available, and the public can shop where the price is lowest. In this way advertising helps to keep prices down. (25 words)

2. Some think that if no more petroleum is available in the world and motor vehicles are no longer operable, we can switch back to an older form of transport --- horses and horse carriages. Alas, this will not be possible. There are far fewer horses in the world today than there were a hundred years ago, and it would take decades of intensive breeding to regain the horse population of that period. Worse still, while the number of horses has gone down, the human population has increased several fold. So it is useless to think of reverting to equine transport. (30 words)

3. Most people living in the tropics were not aware, until a few decades ago, of the hundreds of species of beautiful, tiny fish found in their streams, rivers and lakes. Many of these species are too small to be useful as food, and nobody bothered to catch them, until a new trend started in temperate countries --- the hobby of keeping tropical fish in aquariums at home. Since then the catching and breeding of these fish has become a lucrative business; and now many people living in the tropics, too, having discovered the varied patterns and colours of fish from their own streams, proudly display them in their homes. (30 words)

4. Most parents consider the space cartoons which their children watch on television day after day as harmless, modern versions of the fairy tales the parents and their forebears enjoyed reading or listening to during their childhood. This is a dangerous delusion. The old fairy tales never pretended to be real life, and most children were perfectly aware of their fanciful, fictional nature. But by taking on a scientific guise the space cartoons do deceive some children into believing that they are really taking a peep into the future. (30 words)

(adapted from Periera: 1981)

(An Outline using headings, numbering etc.)

There are numerous ways of making outlines of a text one useful method very frequently used is as follows:

Except for the decimal system, these systems can be used in combination.

Compare

I ________				
II	A ________		1 ________	
	B ________		2	(a) ________
				(b) ________
		1 ________		(i) ________
		2 ________		(ii) ________
		3 ________		(iii) ________
		4 ________		(iv) ________
III	A ________		3	(a) ________
	B ________			(b) ________
	C ________			(c) ________
IV ________			4 ________	

In this form of note - taking I would stand for **main ideas** in each paragraph of the text. Capital **A,B,C,D** etc stand for **sub-ideas** & **i,ii,iii,iv., or 1,2,3,** etc stand for **supporting detail.**

Activity 6

Here is an article (text 6) giving advice on considerations to bear in mind when buying a calculator. Summarise the advice in **note form.** as, seen earlier; Use headings, numbering etc. Do not attempt to record the first and last paragraphs.

Text 6

Buying A Pocket Calculator

In recent years, pocket calculators have become almost as commonplace as wrist watches. There is now a tremendous choice of calculators at a great variety of prices.

The following points should be borne in mind when buying a calculator. Firstly, there is the number of things the calculator can do. The most basic type of calculators have simply the four arithmetical functions (addition, subtraction, multiplication and division), with perhaps a few other functions like percentage and square root. Next, there are calculators with a "memory" which allows you to store information, do more calculations and recall the information when you need it. There are also special purpose calculators for, say, scientific,

mathematical, statistical or other uses, with the appropriate functions. Some more expensive calculators are **programmable,** i.e. there is a choice of complex calculating routines which will be done automatically. Lastly, some calculators can **print out** the calculations, so that you can check the calculations as they are being done, and also have a permanent record of them.

The second important question is how easy the calculator is to use. The display of figures should be **clear** so that the figures are easily distinguished -- also, watch our for the decimal point! In some calculators it is not very easy to see. The display should also be **bright,** so that it can be read in any light. Next, the keys. They should be the **right size and shape** to be easily pressed --- some calculators look very neat but are awkward to use. For the same reason, there should be a reasonable space between the keys. It is also more convenient if each key has only one function: two-function keys can be tricky to use. Some people also like it if the keys click (give a sound) when the calculator has been registerea.

The third important point is the **power unit.** Calculators may be **mains operated** (i.e. run by electricity from a wall-plug) or **battery-operated.** Mains-operated calculators are cheaper to run if you use them a lot, but not so convenient for occasional use (or in an exam room!). Battery operated calculators may be run by ordinary batteries, or by special 'long-life' batteries, or by rechargeable batteries. It may also be possible to buy a **mains adaptor,** which will allow you to run a battery calculator off the mains, when that is convenient.

(If a calculator is important to your studies, there will probably be other features to be taken into consideration. Consult with your tutor before you make your final choice.)

Activity 7

Read the information that is given here about musical instruments text 7. Then arrange it in **note form,** and try to show by numbering, spacing etc how the different items of information relate to one another.

Text 7

Musical instruments

There are many different kinds of musical instruments. They are divided into three main classes according to the way that they are played. For example, some instruments are played by blowing air into them. These are called **wind instruments.** In some of these the air is made to vibrate inside a wooden tube, and these are said to be of the woodwind family. Examples of **woodwind** instruments are the flute, the clarinet and the bassoon. Other instruments are made of **brass:** the trumpet and the horn, for example. There are also various other wind instruments such as the mouth-organ and the bagpipes.

Some instruments are played by banging or striking them. One obvious example is the drum, of which there are various kinds. Instruments like this are called **percussion** instruments.

The last big group of musical instruments are the ones which have **strings.** There are two main kinds of stringed instrument: those in which the music is made by plucking the strings, and those where the player draws a bow across the strings. Examples of the former are the harp and the guitar. Examples of the latter are the violin and the cello.

Activity 8

Look at the passage below text 9. Arrange it in **note form,** using headings, numbering etc.

Text 8

Acquiring information

What are the ways in which a student can acquire information? Firstly, he will acquire information from his tutors, in three main ways --- by lecture, by tutorial and by handouts which the tutor may give him. Secondly, he may acquire information from 'other experts' outside his college: principally by reading but also perhaps by listening to radio, cassette recordings, or watching educational TV programmes. Thirdly, he will get information from his fellow students: perhaps in student-led seminars, perhaps in the contributions of other students in tutorial, or perhaps just in informal conversation. Lastly, he can acquire information from himself! By thinking about his subject and linking together what he has heard and seen, he may come up with new ideas, which are his alone.

(Grellet: 1981)

Summary in connected sentences or precis

Activity 9

Read the text 9 and do Part 1, 2, 3.

Part - 1.

Read the abstract of the main passage and choose which of the following statements best summarizes it.

a. People are apathetic towards noise.

b. Noise pollution is worse in industrialized societies than in non-industrialized societies.

c. Noise pollution is a serious environmental concern.

d. Noise can have harmful physiological and psychological effects.

Part 2

a. Suggest a purpose for reading the abstract.

b. Can you identify the parts of the abstract that are mainly concerned with exposition; enquiry; argument?

c. Do you agree with the writer's recommendation?

Part 3

Write a summary or precis of the passage in approximately one-third length. (70-75 words)

Text 9

Noise Pollution

A well-documented body of information exists showing that noise can adversely affect humans in both physiological and psychological ways. Hearing losses in particular occupations such as boiler-making and construction work are well known. In fact. however, we all find hearing more difficult as we age. Young ears can distinguish a wide range of sounds from low to very high frequencies. While older ears lose the ability to distinguish high-pitched sounds. A comparison of some industrialized versus non-industrialized peoples suggests that this hearing loss may not be a requisite accompaniment of old age.

Furthermore a closer inspection of other data reveals economic effects. For instance, an increased turnover in property has been observed in noisy areas near airports. Job performance can be adversely affected by loud noise, especially if accuracy and mental effort are involved. The use of outdoor areas for conversation is not possible for an estimated 5 to 10 million people who live or work in urban areas. When interference with television or speech or sleep is included, as many as 22 to 44 million people can be said to have lost part of the use of their homes and grounds because of noise.

Thus noise pollution is a serious environmental concern. The apathetic attitude towards noise should be overcome: vigorous efforts should be made to alert people to the grave effects which may stem from an excessively noisy environment.

Activity 10

Read the article (text 10) and do the following:

1. *Using the title:* Does the title bring any ideas to your mind?
2. *Survey:* Survey the passage in the usual way.
3. *Anticipation:* You should now be able to ask yourself some anticipation questions. Think of three anticipation questions and write them down.
4. *Comprehension:* Now read the passage carefully to answer the following questions.

   a) Who is the gunner at Chawinda?
   b) What is his relationship to the author?
   c) What is the tone of the author in the first paragraph.
   d) What were the sentiments of the main character towards the Kashmir Struggle as portrayed by the author?
   e) What were his views concerning education.
   f) What were the five major battles of the 1965 war that the war hero participated in?
   g) What was the role of 4 Corps Artillery and its commander in the battle of Chawinda?
   h) With what military award was the war hero decorated with?

5. *Evaluation:* What evidence do you find in the article to support the author's view that the war hero was that "rare combination, bold, brave and yet an expert in the doctrines of tactics and strategy, a thinking soldier".

Text 10

The Nation

DECEMBER 6, 1991

Friday Review



The Gunner at Chawinda

A personal tribute by his son Dr. Rashid Amjad, on his first death anniversary.

ABLE.... Baker... Charlie... military call signs in the good old days were words we learnt even before we knew the alphabet. ' My earliest memories are of army jeeps with their long antennas and fluttering, pointed, red and blue flags and of smartly-turned-out *jawans* in *khaki wardis* and blue berets. Even now when I see a soldier I instinctively check whether he bears the gun crest emblem on his beret. There is simple reason for all this. Our father was a gunner officer and his life revolved around his guns and the soldiers that manned them and so did ours. From the early part of our lives, the battery, the regiment the divisional artillery, were the focal point of our existence.

Brig. Amjad Ali Khan Chaudhry was born in Poonch on 9, January 1917 where his father Sher Ali Khan was on tour with his family. I have often wondered to what extent his birthplace contributed to his passionate feelings for the freedom struggle of the Kashmiri people. Whenever he talked and discussed the Kashmir problem and the injustice that had been perpetrated there, you could feel the intensity of his commitment to their cause. He was proud of the fact that at least in some ways he has shared their struggle during the 1947-49 Kashmir campaign and the 1965 war. "At least we tried to do something for our Kashmiri brethren", he would say and "we could have achieved far more if we had not committed some elementary mistakes during both these wars".

Brig.. Amjad Ali was an outstanding student and scholarship holder throughout his school and college career. He did his BA (Hons) in English Literature from Government College, Lahore, with Political Science as his other main subject. He wrote extremely well and he had full command over the English language. I remember in 1961 Gen. Atiqur Rahman (who was GOC 7 Division when my father was the Artillery Commander), walking up to him during the interval of the film showing of Hamlet and teasingly say, "Well Amjad, here is somebody who writes better than you". In his army career he was not only Instructor at the prestigious Staff College, Quetta, but also was appointed Chief Instructor thereafter the 1965 war. He was that rare combination, bold, brave and yet an expert in the doctrines of tactics and strategy, a thinking soldier.

Brig. Amjad Ali was studying for his MA English (where Professor Siraj was one of his teachers) when the Second World War broke out and he decided to join the army. But he always regretted not having completed his MA. Many years later, when his daughter Farida passed her MA in English with First Class First from the Punjab University, he told my mother that his daughter had fulfilled his long awaited dream.

He had immense respect for the teaching profession. When I came back after completing my studies from Cambridge and decided to teach I was not sure what his reaction would be. "There would be no greater honour for the family then if you were to teach at the University", he told me. Indeed all his four children spent some time in the teaching profession. His two daughters continue in the profession he so greatly respected.

It was, however, in the battlefield that Brig. Amjad was to make his signal mark in history. There is no substitute for hardwork and training, he always told me. A soldier must all the time prepare himself, so that he is not found wanting when the real test arrives.

Brig. Amjad's hardwork and training paid off. It is now acknowledged by all - even the Indian military historians - that it was Pakistan's artillery which changed the tide of the 1965 war. Brig. Amjad, who had earlier distinguished himself in the 1947-49 Kashmir campaign, was amongst the few officers who participated in five major operations of this war - Operation Gibralter, Chhamb, Jaurian, Sialkot and the historical battle at Chawinda. As a very bold and daring Commander, he used his 4 Corps Artillery with devastating effect in all these operations. He had perfected the techniques of concentrated artillery fire of counter bombardment with his long-range heavy guns.

He kept his guns well forward so that they could cover the maximum ground with their fire. In Chhamb and Jaurian, the enemy defences crumbled under the weight of artillery fire and they paid him the ultimate compliment by leaving behind intact 2 Artillery regiments who just could not stand the counter-bombardment fire of his guns.

The severest test of the Pakistani gunners came in the battle of Chawinda where the Indian armour charged with all its fury to achieve a breakthrough and cut Pakistan in half. But the brave Pakistani soldiers were to foil their plans and leave them licking their wounds. Four Corps Artillery played a decisive role in this battle in breaking up the repeated Indian attacks.

Brig. Amjad throughout this battle displayed great courage and nerves of steel, especially when the infantry had been overrun and his guns were directly threatened. During the critical stages of the battle and Chawinda, the higher command expressed concern for the safety of his guns. But Brig. Amjad had full confidence that he would break the back of the e..emy and that they would not be able to stand up to the concentrated fire of his guns.

He never wavered and prepared his gunners to fire over open sights if the enemy came that close. As it was, they fired at 'rate' intense and with Almighty Allah's help and blessing the enemy attack was beaten back. Brig. Amjad was decorated with the immediate award of Hilal-e-Jurat for his outstanding bravery and courage in the battle of Chawinda, the decisive battle of the 1965 war. When we heard the news on the radio on 20 September 1965 as the war still raged on, it was the proudest moment of our lives. Indeed we later learnt that Brig. Amjad had also been recommended for Hilal-e-Jurat by Major General Akhtar Malik for his outstanding role in the Kashmir campaign and the battle of Chhamb.

As I look back, the words of Field Marshall Ayub Khan on the performance of 4 Corps Artillery which Brig. Amjad commanded in the 1965 war ring in my mind. "By all accounts the part played by 4 Corps Artillery can be termed as magnificent. The results they achieved are miraculous for which they deserve congratulations and gratitude of us all". The appreciation of his country constitutes the unfading epitaph of a gallant and patriotic soldier of Pakistan.

UNIT V

Critical Evaluation

Critical Evaluation

An important aspect of reading comprehension is the ability of the reader to assess and evaluate the text. This means that he should be able to discriminate facts from opinion be fully aware of the writer's intention, of his point of view and possible 'bias'. It also involves that the reader should be able to reflect and think about issues involved and give his own point of view.

A Fact vs Opinion

Students should be able to discern facts from opinions. This is an important part of reading competence as any good reader should be aware of the way his judgment is influenced one way or another. The students must do various activities in this section to train themselves to differentiate subjective from objective texts.

B Writer's Intention

The activities included in this section of the reading course are focussed on the attitude of the writer, and the particular kind of **bias** that can be felt through his writing especially the aspects of **tone.** The students must be familiar with the whole range of tone e.g. **irony, anger, persuasion etc.** Also the **language** used by the writer, the kind of sentences, the use of images, vocabulary etc. he chooses to convey his meaning.

C Reflection and Discussion

It is important that the ideas discussed in the passage should be discussed and judged at some point. Students should **react** to opinions expressed in reading passages and compare their own views with those of the writers. They should give their **own opinions,** suggestions, recommendations, when and where required. This will enable them to become independent and critical readers.

Activity 1

Putting a passage in its context

The ways in which we interpret passages can be practised by trying to discover the context in which a passage was written. This involves considering such aspects as: the intended reader, the writer, the purpose of the passage, and the type of writing. Read the following two extracts (text 1) and answer these questions about the context of each one.

Passage	A	B
1. ***Was the passage intended for:*** a. specialists b. students c. general readers d. academics and others with an interest in science e. school children? 2. ***Is the purpose of the extract:*** a. to teach a subject b. to interest people in a new subject c. to provide new information d. to persuade people to adopt a particular point of view e. to tell people how to do something? 3. ***Does the extract assume that the reader:*** a. has a scientific background b. is familiar with the nature and use of microprocessors c. already knows about calculators and robots d. has a specialist knowledge of the devices used to store data?		

Text 1

Passage A

Everyone accepts that the microprocessor will eventually permeate into every kind of equipment and be used by all industries. But even these powerful calculating devices depend on other components. Behind every microprocessor must be a store to hold the results of its calculations and the instructions which control them. The most versatile way of doing this is to hold them in a programmable read-only-memory or PROM. This differs from the random access memory of RAM, by providing long term, instead of short term data storage.

By 1971 semiconductor makers were ready to exploit a very old principle for the memory technology business - the use of miniature fuses which could be selectively blown to change conductor patterns. This is the origin of the modern programmable read-only-memory, or PROM.

Passage B

THE ROBOT AGE has begun - thanks to the silicon chip which can do the work of a massive computer bank. Already the cheap brain-power of these quarter-inch chips - called micro-processors-has put a calculator in almost everyone's pocket and created a £ 25 million industry for TV games.

IMAGINE your home being run by an electronic Micro Mother.

A push-button brain that organizes the shopping and the cooking, pays the bills, and even remembers your birthday!

An imagine all the house hold chores being handled by a robot Mrs. Mop that washes the floor, cleans the carpet and even mows the lawn!

No, it's not just a futuristic dream–tomorrow's world is already here......

Micro Mum and Mrs. Mop are the forerunners of the first generation of computerized home robots created by the silicon chip.

Just press a button and Micro Mum will wake you up, make the tea, read the news, pay the bills and cook the eggs just the way you like it...

(adapted from British Council, 1980)

Activity 2

Inferring points of views

Interpreting a passage involves understanding not only what the writer states but also what the writer implies and what can be inferred from what is stated.

Consider the following statement: **'Age affects hearing'**. We can infer that with age hearing either increases, decreases or changes. However, the statement **'Older people lose the ability to distinguish high-pitched sounds'** implies that younger people are able to distinguish high-pitched sounds.

Read the following statements and answer the questions about what they imply.

1. *Hearing loss does not necessarily occur with old age. This is suggested by a comparison between industrialized and non-industrialized peoples.*

In which people does hearing loss accompany old age?

What does the writer imply about the cause of hearing loss in old age?

2. *Sounds can be described in terms of their frequency, intensity and length. For example, a sound may be high-pitched, loud and short.*

What other types of sounds can we infer?

3. *Noise affects people in many ways. Hearing damage is the most well known effect. Noise can also influence task performance.*

We can infer that noise improves/harms task performance.

4. *Noise can interfere with sleep.*

Which of the following does this imply?

a. Noise makes people sleep more.
b. Noise prevents people from sleeping.
c. Noise interrupts sleep.
d. Noise may reduce the quality of sleep.

(British Council: 1980)

Activity 3

Expressing a point of view

1. Read this passage (text 2) on road safety and write down the measures for preventing road accidents that are implied in it.

Text 2

> There are many factors which contribute to the problem of road safety. Although cars legally must be fitted with seat belts, it is not compulsory to wear them. In spite of a great deal of publicity people still drive after drinking alcohol and the legislation on this is not sufficiently strong. A major factor in road accidents is speed and there are obvious ways of limiting that. Lastly, one of the most serious problems is that the police and the courts are unable to enforce adequately current legislation.

2. Use your answers to question 1 to complete this passage, (text 3) which expresses a strong point of view.

Text 3

> Every year hundreds of thousands of people die in road accidents. While you are reading this the chances are that somewhere in the world somebody is about to be killed in a road accident. And the next victim could be you. We must therefore overcome people's apathy towards ...... First of all people must be persuaded .... The legislation on ... should be .... It is vitally important that .... Finally, we must make absolutely sure that ....

Activity 4

Contrasts and compromises

Argument involves modifying extreme positions. For example:

The majority of people in rural areas are unemployed.
The majority of people in rural areas are employed.

Possible compromise position:

The majority of people in rural areas are under-employed or work only intermittently.

The following statements express compromise positions. Write two contrasting extreme positions to which they relate.

1. Population growth is an important contributory factor rather than the cause of the increase of unemployment.
2. The primary need is for jobs; therefore high output, although important, is not the main consideration.
3. Development efforts should not be concentrated on the large cities.
4. Production methods should be relatively simple and developed in a fairly short time.
5. Simple equipment is normally far less dependent on materials of great purity or exact specifications than highly sophisticated equipment.
6. The distinction between capital and wages goods is not as definite as economists are inclined to think.

(adapted from British Council: 1980)

Activity 5

A) Here are two report cards (text 4) from two different teachers on the same boy. Read them, then try the exercises.

Text 4

REPORT ON: PERVEZ HASAN

Pervez is a hardworking and conscientious pupil. He perseveres in the face of difficulties. From the point of view of his personal character he is a private person who does not waste time in idle company. He is straightforward and honest. In appearance he is always neat and well-groomed.

A. Asghar

REPORT ON: PERVEZ HASAN

Pervez Hasan is a rather bookish and passive character: he appears dull and slow to grasp new ideas. He has few friends and does not mix very easily. He has an unimaginative personality, and obsessed with his personal appearance.

S. Daud

1. Which teacher, in your opinion, likes Pervez Hasan?

2. Complete the following table by putting in the different words or phrases which are used to describe Pervez Hassan. Notice that the words do not mean the same: they are different ways of describing the same characteristics.

	Asghar	Characteristic	Daud
1.	hardworking	studies a lot	bookish
2.	conscientious	does what he is told,	
3.		works continuously until he solves problems,	
4.		spends much time alone,	

B) Read text 5 below to complete the table.

	Possible reasons for wearing clothes	Your opinion Yes/No	Writer's opinion Yes/No
1.	To keep warm		
2.	To show one's wealth		
3.	To appear attractive		
4.	To be comfortable		
5.	To be like everyone else		

Text 5

Except for those tribes who must have warm clothes in order to survive, we find that technologically primitive people wear little or no clothing. This is true of Bushmen, who live in parts of Africa where the nights are frequently very cold, and yet wear nothing more than a small loin cloth, or a simple cape. As is the case with ornaments, clothing is determined more by custom than by personal comfort, and members of a society select their clothes according to the standards of their group. This is certainly the case with modern Western societies; a man might swim in a town-centre swimming pool wearing only a pair of swimming trunks, but he would certainly not walk out into the street in them. That would be considered indecent, and members of society who may have seen that same man in the swimming pool and thought him normal might well feel affronted by the sight of him in the street in a ....

(adapted from William 1984)

Activity 6

Read the two letters text 6A and 6B and answer the questions.



IN YOUR OPINION

Hello again!

Last week I wrote about the subject of TV violence. I gave you my opinion. I also wrote about the opinions of two American professors – experts on the subject of TV and violence.

In the last week, many of you have written to me with your opinions. Here they are:

T.V. Violence

Text 6A

Dear Editor

I agree with you. The experts are right. There is too much violence on TV There are too many programmes about crime, war and death. I hate them. They are awful. I never watch them.

Violence on TV is definitely bad for children. My son and his friends watch American programmes. Then they play very violent games, where they pretend to kill each other.

These games are terrible. I am sure that TV violence causes a lot of today's crimes

Yours sincerely
(Mrs) Barkat

Text 6B

Dear Editor,

About TV Violence, I don't agree with you. And I think that the 'experts' are wrong. Violence on TV teaches kids about life. Some of those American programmes are very realistic.

My daughter and I love those programmes. We always watch them. They are super! And we are very peaceful people! They should show more action programmes. They're great!

I think a lot of today's crime is caused by bad parents, not by T.V.

Sincerely

(Mrs) Rahim

1. Read the letters from Mrs Barkat and Mrs Rahim.
   Who **likes** American Programmes?
   Who **dislikes** American programmes?
   Who **agrees** with the Editor of the magazine?
   Who **disagrees** with her?

2. Mrs Barkat uses the word **awful.** Find another word in her letter that expresses the same opinion.
   Mrs Rahim uses the word **super.** Find another word in her letter that expresses the same opinion.

3. In her letter, Mrs Barkat uses the words:

   death - hate - never - right - violent

   Read Mrs Rahim's letter, and find five words with opposite meanings.

4. Do you think the Editor likes violent TV ? Give a reason.
   Do you think the Editor agrees with the experts ? Give a reason.

(adapted from Walliams 1984)

Argument

Activity 7

Read the following letter (text 7) to a university newspaper and note the view to which the writer is opposed. Write a reply with a similar structure from the head of one of the departments mentioned in the final sentence.

Text 7

Sir,

I fully understand the opposition expressed by my colleagues to the reduction in the university budget. Nevertheless one is forced to recognize that in times of financial difficulty the university has a duty to decide where savings can be made. I believe however that it would be misguided for the university to make the same cuts in all departments without considering national priorities. May I suggest that there are some departments which must continue to be financed at existing levels if these are to produce the fully trained professionals which the country needs. Surely it is a national priority to train competent scientists, engineers and practitioners of medicine and veterinary medicine. If there have to be cuts they should be shared between departments which cannot claim to be absolutely essential to the needs of the country, such as economics, psychology or modern languages.

James Young

Head of Department of Veterinary Medicine

Activity 8

In text 7, several arguments are presented for or against canned food. Decide whether the arguments contained in the underlined sentences are for or against food canning.

Text 8

One of the first men to make a commercial success of food conservation was Henry John Heinz. He started by bottling horse-radish, and he was so successful that in 1869 he founded a company in Pittsburgh, USA. Like other Americans of his generation, Heinz made his name a house-hold word throughout the western world. At last, man seems to have discovered how to preserve food without considerably altering its taste. The tins of food (Heinz tins!) which Captain Scott abandoned in the Antarctic were opened 47 years after his death, and the contents were not only edible, but pleasant. The main argument against conserved foods is not that the canning of food makes it taste different; rather, people complain that the recipes which the canning chefs dream up are tedious or tasteless. But any recipe is tedious or tasteless when it is eaten in great quantities. And a company like Heinz can only produce something if it is going to be eaten in great quantities. The tomato is very pleasant to eat when it is freshly picked. A regular diet of tomatoes alone could well prove tedious. The canning companies try to cook the tomato in as many ways as possible. The Heinz factories in Britain use millions and millions of tomatoes every year. They claim that if all The tomatoes were loaded on to 15-ton lorries, the line of lorries would stretch for 60 miles.

But there are many people who do not like to eat food out of season. The like their food to be fresh, and they like to cook it themselves in "the old fashioned way". But it is very difficult for modern man to realise what it is like to live without the advantages of pre-packaged and canned food. European society in its present form could not cope without modern methods of food processing. Imagine your local super market without all the cans of pre-packaged foods. There wouldn't be much variety left, and what was left would have to be increased enormously in order to give the same amount of food. The super market would turn into a chaos of rotting vegetables, stale bread and unhealthy meat. The health problems would be insurmountable, unless we all went back into the country to support ourselves.

So next time you reject canned food as being tasteless unimaginative, remember that you can only afford to eat fresh food because canned food exists.

Epicurus

(From Current 9)

Arguments for :- ______________

Arguments against: ______________

(adapted from Grellet: 1981)

Activity 9

Read the following headlines, sentences, or paragraphs (text 9) and decide

- which one is the most biased (write a or b in column 1)
- if the bias is for or against (write in column 2)
- what the bias is for or against (column 3)
- what clues (words or expressions) led you to discover the bias (column 4)

Text 9	most biased sentence	for or against	for or against what?	clues
a Secret London hearings on Muldergate **b. Scandal that's rocking South Africa**				
a. Richard Beckinsale, who appeared as Godber in the B B C comedy series "Porridge" and "Going Straight." was found dead at his home in Sunnindale, Berks, yesterday. He was 31. *b. ACTOR Richard Beckinsale, the boyish star of TV's "Porridge" and "Rising Damp died yesterday at 31.*				
a. Another savage racial attack **b. Pupils attack black teacher**				

(adapted from Grellet: 1981)

Activity 10

Read the 3 letters (text 10A, 10B, 10C) and do the following questions.

a. Are they fact or opinion?

	fact	opinion
Text A		
Text B		
Text C		

b. Place them from most subjective to most objective.

	1	2	3	4	5
Text A					
Text B					
Text C					

1 = most subjective,
2 = less subjective
3 = moderate
4 = less objective
5 = most objective

Text 10 A

Letters

I was most interested in Michael Kenward's leader "The nuclear bubble bursts" (Comment, 5 April, p 2) and understood nearly all of it. He could help me, and a growing number of other laymen, by defining what he means by "anti-nuclear extremists", but in case he's too busy, I will offer my definition.

An anti-nuclear extremist believes that studding the world with nuclear breeder reactors as planned will lead to major disasters once or twice a decade in the years beyond AD 2000, and that each of these disasters will rob our species of living space.

An anti-nuclear extremist believes that in a world powered by nuclear energy, disarmament is impossible and that therefore a world war would be inevitable; such extremists also have the curious notion that a world war—for which we have all been preparing with 10 per cent of the world's money for 30 years—would expunge our civilisation, and probably extinguish the human race.

Certain anti-nuclear extremists, myself included, believe that the Sun, which is the ultimate hydrogen fusion generator, set to run without attention or maintenance for at least another 4·5 thousand million years and already installed in the best possible place, could safely supply all humanity's power requirements for as long as we shall ever need. At least one anti-nuclear extremist (myself) believes that a pan-national effort to capture the Sun (initially using ocean thermal energy conversion) would, by its economic, diplomatic and social effects, allow us to postpone, and perhaps cancel, the third world war.

An anti-nuclear extremist can usually be identified by his concern for his fellow men, his respect for life in general, and his habit of relying on gentle persuasion and reasoned argument in the promulgation of his ideas.



Proponents of nuclear energy are rather different. For a start, they don't give a damn beyond the year 2000. They can easily work out the risks of annihilation for our species contained in their plans, because most of them are reasonably numerate. But it's none of their business. They're in it for the money and to hell with the people of the future.

Proponents of nuclear energy can always be identified by this means: they characterise anyone who disagrees with them, or offers alternative solutions to the world's energy problems, as "anti-nuclear extremists".

Michael Kirsch *London*

This first appeared in *New Scientist*, London, the weekly review of science and technology.

Text 10B

Text 10C

Britain has solved the nuclear waste problem

The suggestion that the nuclear industry doesn't know what to do with its waste is dismissed by two British researchers in an uncharacteristically outspoken footnote in a recent report. The researchers—Keith Johnson and Angwin Marples—work on nuclear waste management at the UK Atomic Energy Authority's Harwell research establishment. Johnson and Marples write: "We have no doubt that adequate management of radioactive waste has been possible for many years." The waste issue is held up by some as the key obstacle to the development of nuclear power because, they say, the industry has not developed all the technology needed to dispose of the highly radioactive wastes that are produced when spent nuclear fuel is reprocessed to recover plutonium and unburned uranium from the radioactive waste products.

In their report*, an expanded version of a paper given earlier this year at an international symposium on nuclear waste management, Johnson and Marples point out that research in this area began in 1948. "No one in the UK has suffered any radiological injury from radioactive waste, ever. Their emplacement in repositories where they will do no harm is certainly possible. Adequate techniques already exist. The current standards of safety are already far higher than almost all other human industrial enterprises and, in particular, are higher that the standards of management of other non-decaying toxic materials of 'infinite half-life'."

The key part of the waste cycle is the solidification of the highly active liquid wastes produced in reprocessing plants such as the THORP plant that is now being built at the Windscale works of British Nuclear Fuels Ltd (BNFL). The UKAEA's Fingal process—which was designed with "internal filters so that there was virtually no effluent of any kind"—proved in the 1960s that liquid waste could be turned into glass.

It may be possible to build a solidification plant, but what happens to the highly active glass slabs that are created? "In the 1960s," says Johnson and Marples, "we designed long-term stores for construction in hard rock or above ground. They were air-cooled but were not built." And with the anti-nuclear movement opposing any move to find the repository that is essential for the waste management regime they demand, there isn't much chance that a store will be built in the near future."

Glasses and Ceramics for Immobilization of Radioactive Wastes for Disposal, by K D B Johnson and J A C Marples, HMSO, £1

This first appeared in *New Scientist*, London, the weekly review of science and technology.

Fury over atom leak

ANGRY demonstrators demanded the shutdown of another US nuclear power plant yesterday after a radiation leak.

Radioactive gas is still seeping from a reactor at the Prairie Island plant, Minnesota.

Officials say the leak is minute and there is no need for panic, but the incident adds weight to mounting public pressure against America's nuclear development programme.

Daily Mirror Thursday October 4 1979

Activity 11

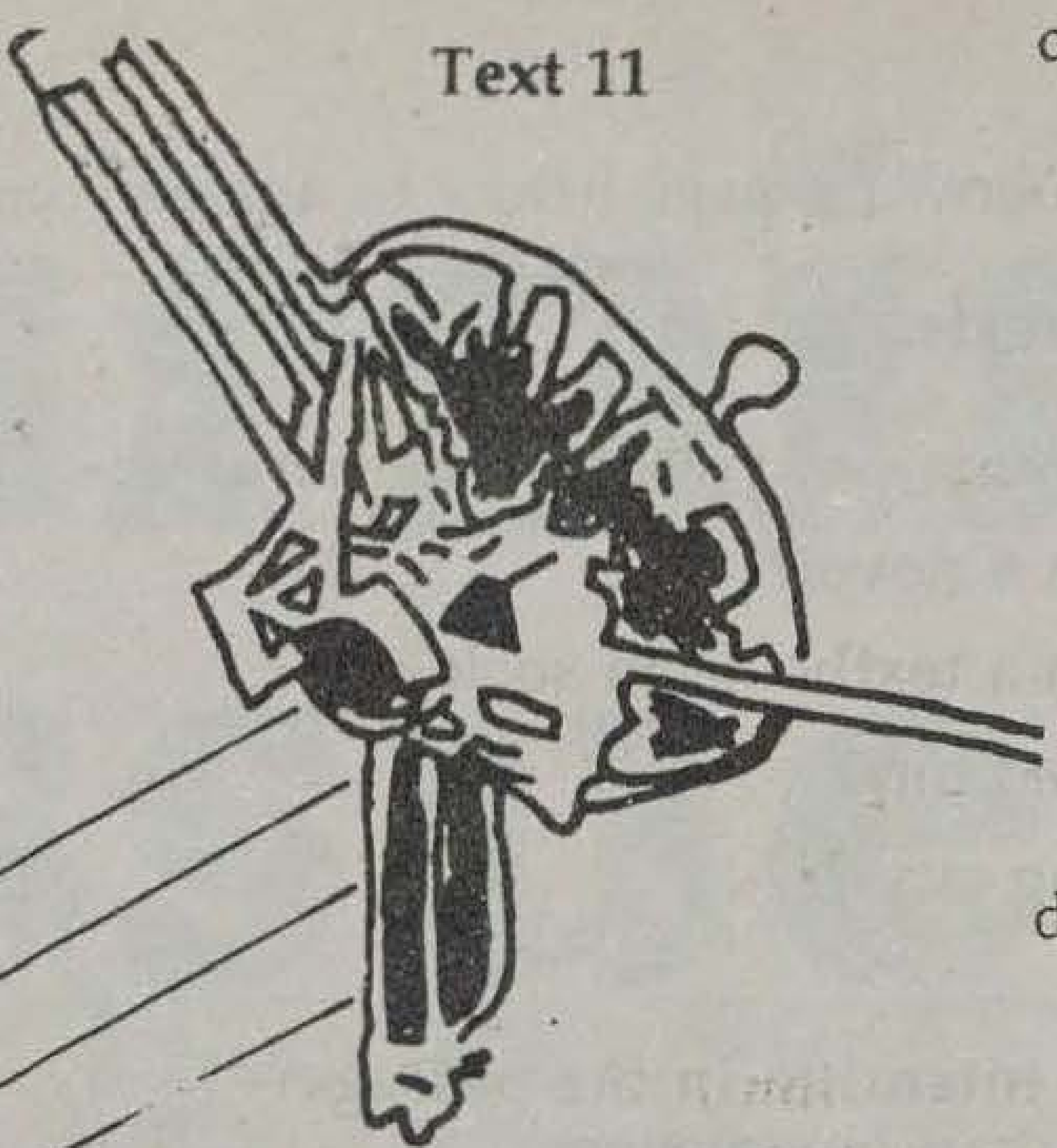
Read the views of different professionals (text 11) regarding having a dish antenna at home.

- Note which one assumes a **moderate** or an **extreme position.**
- Is the position **'for' or 'against'**.
- What **clues** (words or expressions) helped you to decide ?

	moderate position	less moderate	extreme position	for or against	for or against what ?	Clues
a						
b						
c						
d						

Text 11

WOMEN'S OWN AUGUST 1993



Every home has it, those who don't are dying to have it.

The Dish On Trial

a)

Farahnaz Zahidi

Gul Hameed Bhatti, a senior sports journalist, says after a lot of thought, "Although I do have a dish at my place but I often wonder whether it should be there or not. For instance recently Star Plus had aired the Miss India Beauty Pageant - I'd be very embarrassed to watch it with my kids. It is not only the dish - me and my wife also try to put an embargo on Indian movies - anything that might rob them of their childhood. The frightening invasion of Western influence cannot be totally avoided, but parents should control the children as much as they can. Children today are intelligent and mature at very early ages, so we should sit and talk to them like grown-ups. If you can't stop them, reason it out to them."

b)

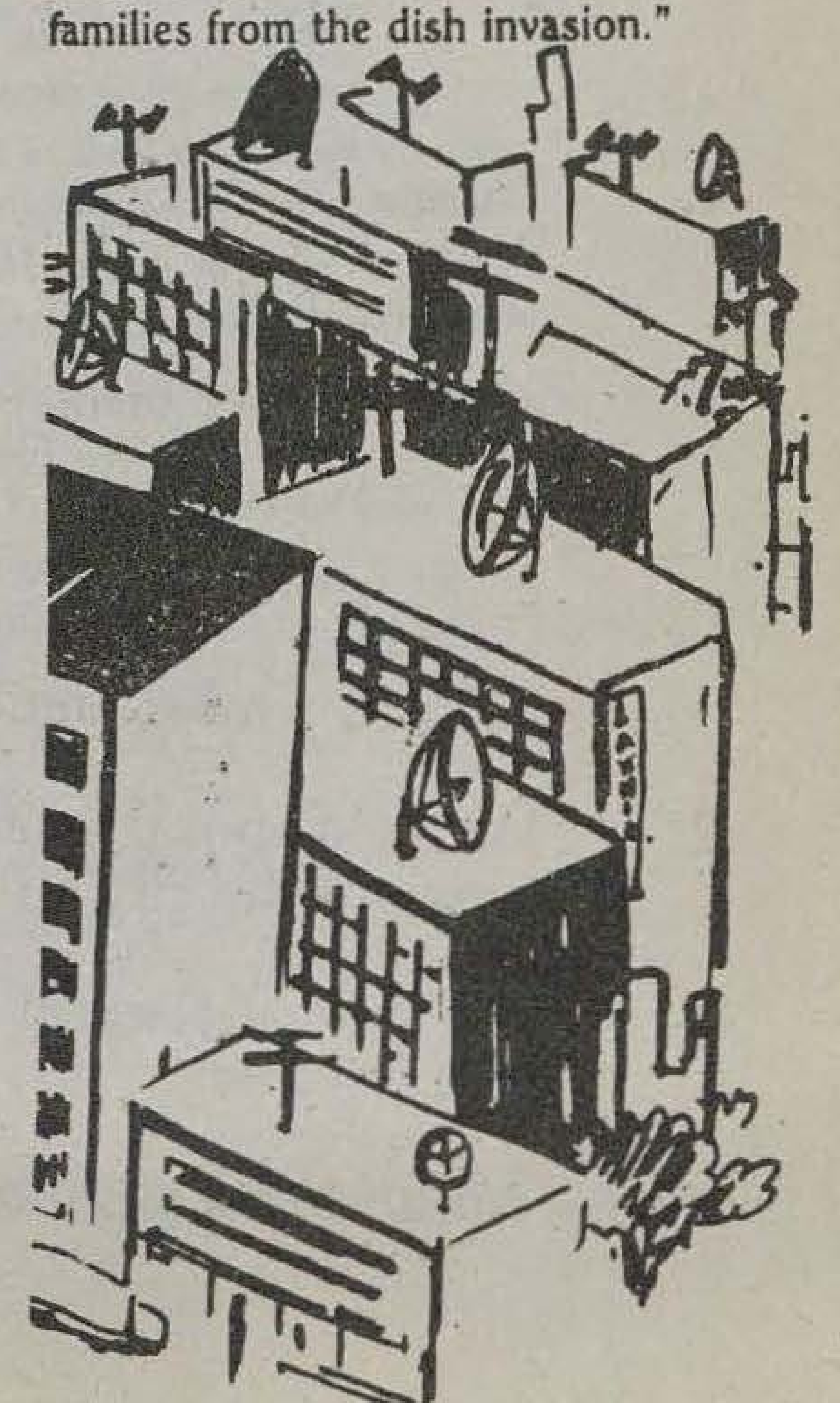
Alamgir, a famous singer, has a dish at home and says,"It is very important for people in the showbiz world to have a dish and be aware of the going-ons the world over, specially in their field. I don't regret getting it installed, because for one today's era is the age of competition and we should not be left behind because of ignorance. Secondly if people let kids watch Indian movies, what's wrong with a dish? Yes, it can have a negative effect on kids if they neglect their studies because of it and I would not like that. But my son has other interests too, besides the dish. I just watch MTV on the dish."

c)

Rizwana Raza, a fashion designer and mother of three, is all for the dish. "I don't think there is any harm in having a dish antenna. It is informative and educates the children too. This is the twentieth century - you cannot alienate kids from the changes around them. What is important is to make them understand the difference between black and white or right and wrong."

d)

Rabia Noreen, an air-hostess, is also a TV artist and is currently starring in PTV's serial Babur. "I don't have a dish 'cause I'm mostly on flights. I've watched telly programmes of a lot of countries but nothing like good old Pakistani programmes. Because you see a reflection of your culture and the importance of relationships in our dramas," says Rabia. She feels that we're being bombarded by Western culture from all sides. "Having a dish is a fashion, a status symbol today. It has had a negative impact on the thinking and values of people. Today, children reach adolescence before they should, thanks to video and the dish. It is unnatural! We should save our families from the dish invasion."



Activity 12

Read text 12 on the following page below to answer the questions.

1 **Recognizing type of texts.**

After reading the passage can you tell whether it is:-

a) a passage from a novel?

b) a passage from a textbook on sociology?

c) a letter to the editor ?

d) a satire on a big city ?

2. **What is the author's intention in the passage:-**
(There may be more than one answer)

a. to amuse the reader ?

b. to predict what the future will be like ?

c. to shock the reader ?

d. to criticize society ?

3. In this passage you can feel that the **author's attitude** towards the subject that he describes is one of :-

a. indifferrence

b. sympathy

c. critical

d. pity.

4. **Tone:-**
Write a, b or c in front of the following sentences from the text according to what you think the tone of the sentence is:-

a. matter of fact

b. humorous

c. ironical

1. Karachi's most familiar feature is its garbage.

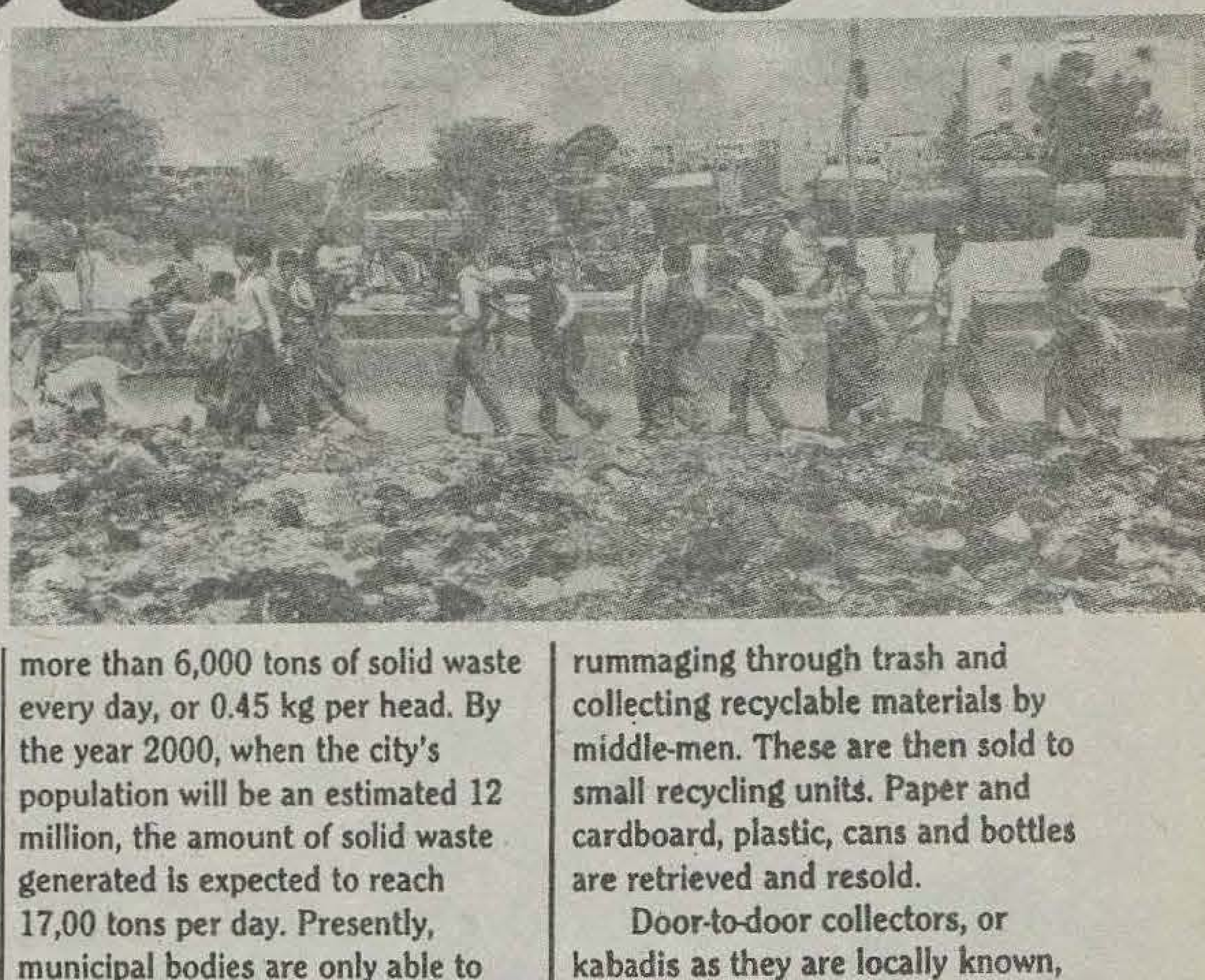
2. Waste disposal practices being a prime indicator, one thing is clear about the civic sense of the city's residents - they haven't any.

3. The city of Karachi generates more than 6,000 tons of solid waste every day or 0.45 kg per head.'

4. An informal system of sorting of garbage is carried out by scavengers.

Text 12

Burning Issues



Garbage, Garbage Everywhere

Do you know what Karachi's most common sight is? Surprisingly, it is not palm trees, though it should be as Karachi is a coastal city. Nor is it Pajeros, despite the affluence of the city's elite. Nor is it yellow cabs though they are fast becoming prime contenders for the 'most common sight' slot.

Karachi's most familiar feature is its garbage. Every nook or street corner, any empty plot of land and garbage has found its way there. In residential neighbourhoods, road islands are bare of vegetation. But garbage can be found in abundance. Where there are no empty spaces, garbage is strewn upon the street.

Waste disposal practices being a prime indicator, one thing is clear about the civic sense of the city's residents - they haven't any. One could argue that many of the citizens are poor and illiterate and are, therefore, ignorant of the importance of a clean living environment. But open dumping sites are as frequent a sight in posh localities as in katchi abadis. Hundreds of vacant plots in Defence, Clifton and Gulshan-e-Iqbal serve as garbage dumps for the neighbouring residences.

The city of Karachi generates more than 6,000 tons of solid waste every day, or 0.45 kg per head. By the year 2000, when the city's population will be an estimated 12 million, the amount of solid waste generated is expected to reach 17,00 tons per day. Presently, municipal bodies are only able to collect garbage from half the city's residents. Where disposal is concerned, the situation gets even worse. The municipality has no comprehensive plan for solid waste management. Its function is limited to collection of garbage and its incineration at major dumping sites. The largest dumping site is in North Karachi, near the industrial and residential areas. Spread over an area of 100 acres, this is an open-air dump. Smoke and fumes emanating from the site during burning travel towards the city.

An informal system of sorting of garbage is carried out by scavengers. These men, women and children eke out an existence by rummaging through trash and collecting recyclable materials by middle-men. These are then sold to small recycling units. Paper and cardboard, plastic, cans and bottles are retrieved and resold.

Door-to-door collectors, or kabadis as they are locally known, are also involved in the operation. These men roam various neighbourhoods with their thelas (carts) calling out to people to sell them their "raddi, paper" (trash, paper). Trash collected by them eventually reaches recycling units.

If solid waste collection and disposal remains as inefficient as it is today, Karachi will have another feather in its cap - the world's filthiest mega-city.

Courtesy : NCS BulletinHelp

(Source: Women's own: 1993)

Activity 13

Read both text 13A and text 13B to answer the questions.

Text 13 A

Newsline November/December 1993





By Nafisa Shah

Pakistan s rich and varied gene pool is threatened by unsustainable development.

Nature's Plunder

Pakistan has a treasure trove of biological resources at its disposal: 158 mammal species, 600 bird species, 174 species of reptiles, 400 of marine fish and 200 of fresh water fish in the Indus plains. According to an ecological survey conducted by the WWF, about 20 original and completely unchanged habitats have also been identified and recommended for conservation.

Species and habitats are nature's reserves whose uses are often boundless. The genetic pool that can be used for scientific purposes and the habitats which ensure the survival of the species are themselves of enormous socio-economic importance. This species versatility and the collective gene pool has at best been neglected and at worst sacrificed in the name of development.

Exponential population growth and economic constraints place double pressure on the biological resources of the country. At a more direct level, conversion of wild areas into urban and agricultural sites, large scale clearing of forests for agriculture, excessive harvesting of animals and plants, overgrazing, and a barrage of shortsighted 'development' activities are slowly rendering the country lifeless.

These biological resources are being depleted or homogenised at a rapid rate. Juniper forests – perhaps the only pure forests of the ancient juniper in the world – are breathing their last as they are increasingly foraged for firewood. The regeneration rate of the junipers is so slow that drastic measures must be taken to protect this heritage. Forests all over Pakistan, from the alpine forests in the north to the tropical thorn forests in the extreme south to the ancient riverine forests along the Indus, are being cleared. The chief threat to riverine forests is agriculture. 135,000 acres of forests were cut down to enclose the Guddu barrage and provide area for cultivation. Similarly, thousands of acres of forests were cut down to make way for other barrages and dams and monoculture agricultural crops were put in their place. In Sindh, hundreds of acres of state land are leased every year under political pressure with the usual bureaucratic connivance. Upland forests suffer at the hands of timber merchants. And mounting poverty and rising numbers of mouths to feed make the forests more vulnerable as people forage deeper and

Text 13 B
Master of the Herbs

deeper for firewood. As the trees go, animals and birds follow. The forest departments are not overly concerned with conservation and look at trees purely from the economic cost-benefit standpoint, making them more vulnerable than ever. Fast growing species like the eucalyptus are grown everywhere but the monoculture plantation of eucalyptus cannot compensate for the loss of biological diversity. It is no surprise that farmers complain that the birds do not like this tree, and therefore you never hear birdsong where the tree is grown. Moreover, it is *kaccho* – it breaks easily with every strong gust of wind.

Livestock herds are growing apace and are fast depleting the rangeland reserves. In Thar, for instance, the ratio of cattle to man is three to one. The cattle here place increasing pressure on the thorn forests and desert scrub. In times of drought, the tribes migrate, often not for their own sake but to provide for the *mal* or cattle.

Pakistan's rangelands are also known to harbour medicinal herbs that the jogis excel in collecting. Babu Jogi of Safura goth, one of the goths bordering Karachi, is one of the few remaining jogis who spends months searching for wild plants in the arid wastes of Sindh and Balochistan but must now search harder than ever before. He complains that the goats, camels and sheep eat them all away. It is, however, interesting to see that the traditional medicine and herb dealers who can be seen selling their wares at Karachi's Burns Road appreciate the value of nature's dispensary.

Pakistan's wetlands, rich repositories of biodiversity, are threatened by commercial agriculture, and fish harvesting. The inland wetland system, whose mother is the river Indus, has changed considerably with the building of dams and barrages. Waterlogging and salinity have also, ironically, increased wetland habitats, but through their adverse impact on agriculture, they lead to accelerated clearing and felling of trees to acquire more cultivable land. Migratory birds are threatened not just by their eroded habitats, but also by hunters who savagely kill thousands of birds in one shoot.

The precious coastal wetlands or mangrove swamps are categorised as protected forest, but are endangered by massive population pressures and the pollution of sea waters. They have been reduced by three-fourths over the last hundred years. Mangroves protect inland regions from the coercive

GLOBAL EDITION

Masters of the Herbs

Karachi's herbal shops deal in a number of rare medicinal plants.

About 2,000 medicinal plant species are known in Pakistan, of which only a few are used. Ephredine, used in cases of cardiac arrest, is drived from one of these. Until it was discovered elsewhere, the herb was supplied to all corners of the world from Balochistan.

Jamil ki dukan is a herbal shop in Karachi's Burns Road. Medicinal herbs from all corners of Pakistan, gathered in its deserts, forests and plains are available here. There are remedies for all kinds of ailments: asthma, gastroenteritis, ulcers, diabetes, boils and warts. Herbs that are said to have an aphrodisiac effect are much sought after. These footpath shops have been operating over the past 40 years. Mohammad Abdullah, another herbalist, boasts a large clientele – with clients recommended by hakims, traditional healers, dermatologists, sex clinic doctors and even beauticians.



■ **Herbs for sale: Jamil ki dukan.**

The number of medicinal plants is large. Hundreds of varieties of seeds, roots, stems, leaves and even flowers of wild plants, desert scrub, babur, ak, and various cacti can be provided by these medicine men. "We have countless herbs in ready stock, and the rest we can make available on request," says Abdullah. The plants are brought in by jogis from all over the country. ■

–*N. Shah*

1. **Text A**

a. Look at the lines (a) and see which category they fall in:

☐ fact ☐ opinion.

b. Look at lines (d) in text A and discuss in groups whether you agree with the author or not. Make a presentation to the rest of the class.

c. Look at the lines (b) (c) (e) (f) (g) and note which is a general or a specific statement.

	general	specific
b c e f g		

d. the ending or concluding paragraph of text A is missing. Give your own ending to the article.

2. **Text B**

a) Read the text and decide whether it is **prejudiced** or **biased**. Give reasons.

b) Compare and contrast the following in the two texts:

- purpose of the text
- the attitude of the author
- tone.

Activity 14

Read text 14 carefully to follow the arguments given by the author regarding agricultural income tax. Then answer the questions:

Economy

Text 14

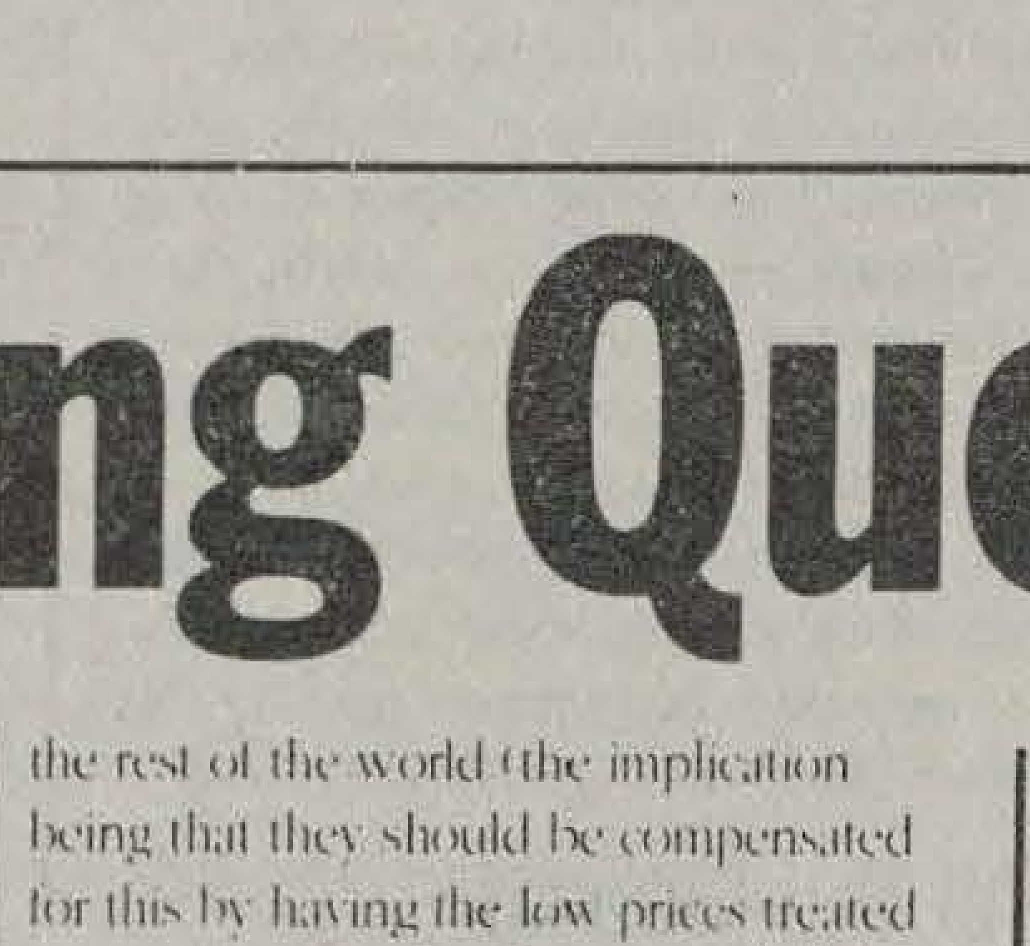
By M.B. Naqvi

A Taxing Question

hen it comes to the question of agricultural income tax, almost everyone is a hawk in Pakistan – on both sides of the fence. This is a question that has been engendering heated debate for decades, arousing strong emotions in both the reformist and feudal lobbies.

Traditionally, agricultural incomes nave been exempt from all income taxes. Almost every kind of reformer begins with the proposition that unearned income from agriculture should be made subject to the normal taxation applied to disposable individual incomes. The controversy over the issue has become bitter and acrimonious. Various parties have promised to introduce agricultural income tax, but have always reneged on the promise. Even foreign creditors have recommended that Pakistan should tax agricultural income like all other incomes, and it is not surprising that former caretaker Prime Minister Moeen Qureshi should have been the first to take concrete measures towards a resolution of the problem by promulgating an ordinance for the purpose. But even the nominal agricultural income tax introduced by his government has elicited a vague, but unfavourable response from the ruling PPP, with coalition partners PML (J) opposing the tax and Prime Minister Benazir Bhutto indicating that the taxation measures will be 'reviewed.'

The backbone of the arguments used by critics of the taxation idea is that farmers are already heavily taxed. This claim is fleshed out by a number of supporting arguments. Firstly, it is argued that agricultural prices here are low compared to the rest of the world (the implication being that they should be compensated for this by having the low prices treated as a tax). Secondly, the anti-tax lobby argues that agriculturists pay enough in the way of indirect taxation in various forms: the imported inputs they use already carry duties and other surcharges; they also have to pay loan revenue and water changes. Finally, it is said that the rate of return on invested capital is low in



agriculture, which means that agrarian incomes should not be treated at par with industry where returns are higher.

Most economists find it difficult to accept this line of argument with a straight face. These arguments of the defenders of the agricultural aristocracy are totally fallacious and irrelevant. Their only relevance would be in the context of a discussion of agricultural problems per se. The idea of introducing agricultural income tax is fairly straightforward. All it intends to do is extend the principle of human equality to all. That is, if income tax is levied on the disposable incomes of all the other groups in the economic pool – no matter what the means or rate of income – why should agriculturists be exempt? Like other citizens, only those agriculturists will be taxed who have a disposable income. When this writer is taxed, no income tax officer will stop to answer his protestations that those who pay him do so in a niggardly manner, or that he is exploited. All they want to know is how much money I have earned. The income tax department is not interested in whether I have undersold myself, or whether I deserve to be paid more. So, if the egalitarian principle is to be applied consistently, all rich farmers should stop stalling and come to the point: How much do they earn? They should pay income tax in exactly the same manner as I and millions of others pay on our puny little incomes, made further ridiculous by inflation. Rich farmers really have no case. Some of them – naming names would be superfluous – are enormously wealthy, having thousands of acres of rich agricultural land. Most of their investments are made with the help of subsidised credit or imported equipment acquired at concessional rates of duties. And the state subsidises them in many other ways as well: it buys up their entire crop and fixes a floor price which has continuously risen over the decades. This translates in effect into enriching those farmers who have a surplus to sell. And who are they? Obviously, they are the big land-owners, with plenty of land to be farmed with the benefit of modern scientific methods and state-assisted modern inputs.

To settle the matter of whether agricultural income tax needs to be introduced or not, a few simple questions need be raised. How much money would be paid for at the factory gate against the sugar cane produced on a single acre? Or what

would be the amount receivable by the farmer when he delivers one acre's production of cotton at the ginner's weighing machine? This income may be multiplied with the number of acres farmed. What would be the income of our farmer? Any chartered accountant can compute the cost of inputs, including equipment and management function per acre. As far as the capital investment is concerned, the sticky point would be the cost of land. Listing its commercial value as a cost separately every year would be totally wrong and dishonest. The land, in most cases, has not been purchased, much less manufactured. In the few cases where the land may have been purchased in the recent past, its subsequent year's computation would take into account the profits already made in preceding years. In fact, the question of the cost of land does not arise at all for those owners who have inherited their land, which in our feudal set-up is true for most owners. Even in other cases it is mostly minimal because in the majority of cases of large landholdings, the land was bequeathed ('allotted') for services rendered.

Much is made of the supposed difficulty in collecting the proposed tax. It is held to be not worth the effort: more will be spent per rupee than collected. This, too, is nonsense. At present, the law requires above a certain level of ownership all land is taxable at a flat rate Per Index Unit (PIU). What is the difficulty there? Land revenue officials can easily collect it and deposit the money in a separate account of the provincial government.

One more item needs to be disposed of. It is said that the landlords pay ushr and that this is agricultural tax enough. To begin with, the argument for ushr is not an economic but a religious one. Ushr is not a tax, but religious charity. What we are talking about is income tax on actual disposable income. That is as far as the theory is concerned. As for the practical aspect, the entire agricultural sector of Pakistan contributed three crore rupees as ushr! Are the ends of social justice met by a contribution of three crore rupees from those who account for almost 20 per cent of the Gross Domestic Product (GDP)? This is of course merely a rhetorical question. What is needed is clearly agricultural income tax on actual incomes.

Many questions arise, however, about the modus operandi of the ordinance introduced by the former caretaker government. It should be compared with the recommendations made in 1986 by the Taxation Commission headed by Qamarul Islam. The commission had recommended a ceiling of holdings on which no tax was to be imposed at 3,000 PIUs, and the rate of tax on all PIUs over that was recommended to be 15 rupees per acre. Six years later, Moeen Qureshi has recommended that the ceiling be fixed at 4,000 PIUs and the rate of tax above that be fixed at 2 rupees per acre. So despite the fact that in the intervening six years inflation has taken its toll and depreciated the value of the rupee, in terms of declared landholdings, only very few landlords, perhaps no more than 3 per cent, will now be taxed – and at a much lower rate. Mr Moeen Qureshi may be praised for doing a thing that is right in principle, but his measures are overindulgent towards the landlords. What will now be collected is truly peanuts. Qamarul Islam did much better in his recommendations six years ago, and he was not exactly a revolutionary. The only hope lies in a government that has a modicum of awareness of the social costs of patronising the feudal lobby, which would reduce the ceiling of tax-free landholdings and increase the rate of taxes. In fact, further social equity should be introduced by making the taxes progressive with the quantum of holding.

All the idea of introducing agricultural income tax intends to do is extend the principle of human equality to all. If income tax is levied on the disposable incomes of all the other groups in the economic pool, why should agriculturists be exempt?

It is widely known that the pattern of landholding is highly unequal. There are two kinds of agriculturists: on the one hand, there are the rich absentee landlords, some of whom are now becoming capitalist farmers, and on the other there are a large number of poor and landless farmhands who are generally lumped together with a decreasing number of peasant proprietors mostly in canal colonies. The landholding of the latter varies from zero (i.e. the tenants) to 35 irrigated acres. Any land above that should now be treated as a mechanised capitalist farm, for such are the realities of productivity and cash flow today.

The argument for exempting some persons in the agricultural sector from taxation has some basis as a very large section of the rural population is so poor that they simply cannot be taxed. The real challenge is the large-scale misrepresentation in landholding records that has taken place in recent years. It will be a Herculean task for any administration to arrive at the truth. But this particular uncertainty concerns a fairly small number of old landed gentry that has large estates from days gone by. In response to the land reforms introduced by Ayub Khan and Zulfikar Ali Bhutto they have divided up their real holdings into innumerable parts with nominally different owners, many of whom exist only on paper. Today, every scion of every famous landowning family claims, with the connivance of his tehsildar, that he owns no more than the permissible limit. The truth on the ground, however, is there for all to see. The overall income from each estate – notwithstanding the fiction that exists in the revenue records – is frequently, though not in all cases, comparable to that of the industrialist tycoons. Such persons will get away with paying much less tax than they should. If the estates' true income were to remain undivided, the total tax levied would be considerably more, though the number of incomes taxed would be smaller. How that can be achieved is the question that the government needs to solve. ■

1. a. Who wrote the text?
   b. What is the aim of the message?
      1 informing ☐
      2. teaching ☐
      3. entertaining ☐

   c. Who was it written for ?

      1. specialists. ☐
      2. consumers. ☐
      3. general reader ☐

   d. Do you think it fulfils its aim .

2. Is the title appropriate? If so why ?

Pair Work

3. What main arguments does the author give? List the arguments in the table. Then compare with your partner. Can you add to the list? The teacher can elicit responses from the students and put them on the blackboard.

authors

arguments for	arguments against
1	1
2.	2.
3.	3.

4. **group work**

   Once the complete list of arguments for and against is on the blackboard by the teacher, the class can divide into groups and do the following:-

   - Discuss and decide whether agricultural income tax should be levied or not.
   - Present the case to the rest of the class.

Activity 15

Read text 15 to answer the questions.

By Zahid F. Ebrahim

Text 15

Newsline November/December 1993

Accord or Sell-out?

Across the world, the Israel-PLO peace accord has been hailed as the beginning of the end of the century-old war between Palestinians and Zionists. The 'historic handshake' between Yasser Arafat and Israeli Prime Minister Yitzhak Rabin at the White House has everyone giddy with excitement. In the ensuing hullabaloo, there has even been talk of Rabin and Arafat sharing the Nobel Peace Prize next year.

Yet, in general, there is very little understanding of what the PLO and Israel have actually agreed to. The peace accord signed by the PLO and the Israeli government is, in fact, a shocking document. If anything, it resembles an instrument of surrender rather than any compact of peace. The western media has derided any opposition to the accord as Iranian and Syrian sponsored warmongering, and hailed blindfolded approval as the (pragmatic) embrace of peace. It is important to counter such knee-jerk reactions with substantive analysis of what the accord actually envisages.

To begin with, what have the Israelis conceded? According to the agreement, the Israeli military and civil administration will withdraw from the Gaza Strip and the West Bank town of Jericho by mid-November, 1993 – but the Israeli military will continue to retain responsibilities for the 'external security' of these areas. The Gaza Strip is a well-defined coastal rectangle of 360 square kilometers which is home to about 800,000 Palestinians. The municipal bounds of Jericho encompass only 26 square kilometers. With a population of 15,000, Jericho is only a tiny fraction of the West Bank. Jericho and Gaza are to comprise what is being called the 'interim self-governing autonomous zone.'

The Palestinian Intifada, the uprising which threatened to shake off Israeli rule over the occupied territories, began in Gaza in 1987. While Yasser Arafat lounged in palatial villas around the world and squandered millions of dollars collected to resist Israeli rule, young Palestinian activists single-handedly made Gaza Israel's Vietnam. In Gaza and the West Bank, Palestinian militants, organised under the umbrella of the UNLU (United National Leadership of the Uprising), defeated the Israeli army after five gruelling years of protest and revolt. Now, no Israeli soldier dare venture into the Gaza Strip alone, no matter how well-armed he is. The Palestinian assault on the Israeli army was so successful that for the last few months the Israeli government was publicly considering a unilateral and unconditional withdrawal from the Gaza Strip.



Zahid F. Ebrahim is a recent graduate of the Fletcher School of Law and Diplomacy.

Yasser Arafat has abandoned the right to protest Israel's illegal occupation. But even if the accord is implemented, Palestinians will not give up opposition to Israeli rule or stop voicing their legal right to all of the West Bank, which is recognised even by Israel's most loyal ally, the United States.

Even in the West Bank, the Israeli military was relegated to fortified command posts outside the population centres, only venturing into Palestinian towns in planned large-scale operations. A considerable section of the Israeli population was also increasingly disgruntled at the way the occupation of Gaza and the West Bank was bleeding the country, both physically and psychologically.

One of the most widely hailed terms of the accord allows for a handful of Palestinians from the diaspora, most notably Yasser Arafat, to return to their homeland and contest local elections to set up an administrative council. This administrative council would manage schools, hospitals, civic services and even establish a police force. At first blush, these may seem like impressive gains brilliantly manoeuvered by Yasser Arafat at the negotiating table. In fact, they are meaningless concessions doled out by the Israelis because the Israeli civil administration – which is supposed to withdraw from the Gaza and Jericho – was forced

Speaker's Corner

out of the occupied territories by the Intifada years ago. The schools, hospitals and business associations are *already* being successfully run by the Palestinians. The only difference is that according to the agreement the charitable Israelis will allow the interim administration of Yasser Arafat to direct vehicular traffic in the cities and collect garbage in the suburbs.

The altruism of the Israelis for which Arafat capitulated does not, however, end there. The Israelis point out that if the Palestinians "behave" in the nine months after the Gaza-Jericho autonomy plan goes ahead in mid-November, the autonomy area will be expanded to other cities in the West Bank (called "population centres" in the accord).

Also according to the peace accord, once the Palestinians assume responsibilities in the Gaza and the Arab 'populated centres' of the West Bank, then a period referred to as "five years of confidence-building measures" will begin. The confidence-building measures not only envisage a complete suspension of protest against Israeli occupation, but also expect PLO cooperation to seek the end of Israel's boycott by other Arab and Islamic countries. If Arafat can deliver on these preconditions, then Israel promises new negotiations which *may or may not* result in Palestinian autonomy spreading to other regions of the West Bank. Any reference to statehood or even modest self determination for the Palestinian people has been completely ruled out.

In exchange for the worthless, "may or may not" type of concessions promised by the Israeli government, the PLO chairman has recognised Israel's right to exist and denounced the use of violence. But that is nothing new and is, in fact, a sensible approach. Israel is a reality whether we like it or not. The rhetoric of liberating all of Palestine and forcing the Jews into the sea is as ridiculous as the amateurish terror tactics of PLO fighters who targeted innocent civilians outside Israel who had nothing to do with the Zionist state. The fact that Yasser Arafat has abandoned and denounced these tactics should be welcomed. To give up the right to protest Israel's illegal occupation

One of the most widely hailed terms of the accord allows for a handful of Palestinians from the diaspora, most notably Yasser Arafat, to contest elections and set up an administrative council which will manage schools, hospitals, civic centres and establish a police force. But because the Israeli civil administration was forced out of the occupied territories by the Intifada years ago, the schools, hospitals and business associations are already being successfully run by the Palestinians.

is, however, an entirely different matter.

Western commentators who are ecstatic about Arafat's change of character from 'terrorist' to 'peacemaker statesman' seem to have conveniently forgotten that Arafat had made the same concessions in 1988 as well; he had recognised Israel's right to exist and renounced violence at US insistence. Back then, there was no invitation to the White House and no dangling of the Nobel Peace Prize before his nose. In fact, at the time, the Israelis had ignored Arafat as a pathological liar. The Israeli government takes the PLO chairman for his word this time around because Arafat has offered what no Israeli could have dreamed of. The PLO chairman has promised to police the Gaza strip and the cities in the West Bank to ensure that the resistance to Israeli occupation of all Palestinian lands, the Intifada, is suppressed. The PLO has pledged to take up the job which the Israeli army failed to accomplish: to stop the Palestinian uprising in exchange for limited autonomy which gives the Palestinians no substantive rights. This is the most crippling concession offered by the PLO chairman.

Under the provisions of the peace accord, the 120,000 Zionists who have illegally displaced the Palestinians in the West Bank will continue to fortify themselves on Palestinian territory, grabbing the most fertile agricultural lands and controlling crucial water resources. The Israelis have already confiscated approximately 52 per cent of the West Bank, and the forcible displacement of Palestinians out of East Jerusalem which has been annexed by Israel continues to this day.

No country in the world – not even the US – recognises Israel's annexation of East Jerusalem and its claim to other areas of the occupied territories. But it seems that the most powerful legal weapon against Israeli ambitions – United Nations resolution 242 which calls for Israeli withdrawal to pre-1967 borders – has also been abandoned by Arafat. In contrast to other resolutions passed by the general assembly which have only moral and persuasive effect, UN resolution 242 was passed by the Security Council and is a legally binding instrument. By signing an agreement that neglects UN resolution 242, Arafat has in effect signed off the Palestinian right of self-determination and any hope of achieving a Palestinian state.

The Palestinian national poet, Mahmud Darwish, considered a moderate until his opposition to the accord, writes,

'Where will we go after the last frontiers
Where will the birds fly after the last sky'

Relegated to the ghetto-like 'population centres,' the Palestinian children who have fought the mighty Israeli army with stones have been sold out by Yasser Arafat. Even if the accord is implemented, Palestinians will not give up opposition to Israeli rule or stop voicing their legal right to all of the West Bank, which is recognised even by Israel's mc loyal ally, the United States.

Unfortunately, however, the next time a Palestinian child throws a rock at an Israeli-armoured carrier, Yasser Arafat's men will be there to shield the Israeli occupiers. ■

1. Look at the lines which have been underlined in para 2. What arguments does the author give in the article to support this view point?

   List the arguments in the table below.

Main argument	Supporting arguments	Supporting arguments
Para2	para_____ line_____ para_____ line_____	para_____ line_____ para_____ line_____

2. Do you think the article is **objective** and gives both sides of the arguments? If not can you write some counter arguments:

3. Underline all the **adjectives** in the article that strengthen the author's case:

List of abjectives	- line - line - line	para para para

Dear Students,

Now that you have finished the course, do the final activity to evaluate your reading comprehension skills.

Are You A Good Reader

Following Written Directions: Each of the numbered tasks 1-7 relate to the boxes below. Read each item carefully and follow the directions.

1. If either row II or row III contain more odd-numbered boxes than even numbered boxes, write the word **YOU** in box eleven.

2. If the words in boxes 1 and 7 are synonyms, circle the word in box one.

3. If the sum of any two numbers in row I is equal to the number found in ANY box in row III, write the word **YES** in box three.

<table>
<tr><td colspan="2">1 Not</td><td colspan="2">2</td><td colspan="2">3</td><td>4</td></tr>
<tr><td colspan="3">5</td><td colspan="2">6</td><td colspan="2">7 Knot</td></tr>
<tr><td colspan="3">8</td><td colspan="2">9</td><td colspan="2">10</td></tr>
<tr><td colspan="2">11</td><td colspan="2">12</td><td colspan="2">13</td><td>14</td></tr>
</table>

4. If the number in the boxes in any row total exactly 18, write the word **VERY** in box thirteen.

5. If there are two rows of boxes which contain more odd numbers than even numbers, write the word **YES** in box six.

6. If all of the boxes are numbered consecutively, write the word **WELL** in box fourteen.

7. If the sum of any two numbers in row II is equal to the number found in box 13, write the word **READ** in box 12.

Congratulations if you got the right answer, and happy reading in the future!

Sabiha Mansoor

P.S. Don't forget, this may be the end of the course, but it is the beginning of a life time of reading.

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Section II

CLOZE

Dr. Surriya Shaffi Mir

CLOZE

A. Cloze Exercises (Prescribed Texts)

Read the following passages carefully. In each passage there are blanks where a word has been left out. Fill in each blank with the word that you think is missing. Write only ONE word in each blank.

1. What are the demands that our freedom makes on us ? Our first duty is to ourselves. I do not say this in any spirit of selfishness 1______ chauvinism. A free people must maintain their own freedom first. 2_____ they disgrace the fair name of free men and women 3_____ over the world. But the maintenance of freedom requires constant 4_____ 'Liberty does not descend upon a people; a people must 6_____ themselves to it. It is a fruit that must be 7_____ before it can be enjoyed.' That freedom means freedom only 8_____ foreign domination, is an outworn idea. It is not merely 9_____ that should be free but the people themselves who should 10_____ free; and no freedom has any real value for the 11_____ man or woman unless it also means freedom from want, 12_____ from disease, freedom from ingnorance. This is the main task 13_____ confronts us if we are to take our rightful place 14_____ the modern world. We cannot hold the clock back and 15_____ it is we who must go forward at a double 16_____ bending all our resources and all our energies to this 17_____ purpose. Students of history are aware that during the last 18_____ or three centuries of foreign domination our people have not 19_____ pace with the march of civilization. It was during these 20_____ that Western civilization, of which you are the proud torch - bearers, discovered a use for science which, though not new, was so fast in tempo and so vast in magnitude that it gave civilization a new orientation altogether. This is the phase that for various reasons our people missed.
(Pakistan and the Modern World: Liaquat Ali Khan. Every 11th word missing).

2. Mme Loisel and her husband worked hard for ten years. At the end of which they restored all the money including the accumulated interest. Mme Loisel seemed old now. She had become a strong, 1_____ woman, the crude woman of the poor household. Her hair 2_____ dressed, her skirts awry, her hands red, she spoke in 3_____ loud tone and washed the floors in large pails of 4._____. But sometimes, when her husband was at the office, she 5_____ seat herself before the window and think of that evening 6_____ of former times, of that ball where she was so 7_____ and so flattered.

   How would it have been if she 8_____ not lost that necklace? Who knows? How singular is life 9_____ how full of changes! How small a thing will ruin 10_____ save one! One Sunday as she was taking a walk 11_____ the Champs Elysees to rid herself of the cares of 12_____ week, she suddenly perceived a woman walking with a child. 13_____ was Mme Forestier, still young, still pretty, still attractive. Mme 14_____ was affected. Should she speak to her ? Yes, certainly. And 15_____ that she had paid, she would tell her all. Why 16_____ ?

She approached her. "Good morning, Jeanne."
Her friend did not 17_____ her and was astonished to be so familiarly addressed by 18_____ common personage. She stammered:

"But, Madame - I do not 19_____ You must be mistaken." "No, I am Matilda Loisel."
Her 20_____ uttered a cry of astonishment: "Oh! my poor Matilda! How you have changed."

"Yes, I have had some hard days since I saw you, and some miserable ones - and all because of you."
(The Necklace: Guy de Maupassant. Every 11th word missing.)

3. Gossip must be nearly as old as language itself. It was, I imagine, the earliest recreational use of the spoken word. First the cave man man learned to describe the location 1_____ the plumpest bison, then he began to report and 2_____ on the doings of his neighbours in the cave 3_____ door. And yet, for all its antiquity, gossip has 4_____ received its due. Its very name connotes idleness, time 5_____ frivolity and worse. Gossip is the unacknowledged poor relative 6_____ civilized conversation: Almost everyone does it but hardly anyone 7_____ admit to a friend or defend it; and of these only 8_____ smallest and most shamless fraction will own up to 9_____ it.
My mother and her friends are eloquent on 10_____ subject and on the distinction between gossiping and exchanging 11_____ "John got a new job", is, they say, information. "12_____ did you hear John got fired?" is gossip; which 13_____ they agree, predominantly scurrilous, mean spirited. That's the conventional 14_____ on gossip and why it's so tempting to disown. 15_____ long ago I heard myself describe a friend, half 16_____ as "a much better person than I am, that 17_____ she doesn't gossip so much". I heard my voice 18_____ by that same false note that sometimes creeps into 19_____ when social strain and some misguided notion of amiability 20_____ me assent to opinions I don't really share. What in the world was I talking about?
(Gossip: Francine Prose. Every 10th word missing.)

4. We may not choose the world. We have hardly any choice for ourselves. We follow with our eyes the bloody and 1_____ line of march of extreme winter, as it 2_____ away. But we cannot hold back the spring. 3_____ cannot make the birds silent, prevent the bubbling 4_____ the wood pigeons. We cannot stay the fine world 5_____ silver fecund creation from gathering itself and taking place 6_____ us. Whether we will or no, the daphne 7_____ will soon be giving off perfume, the lambs 8_____ on two feet, the calendines will twinkle all 9_____ the ground, there will be a new heaven 10_____ new earth. For it is in us, as 11_____ as without us. Those who can may follow 12_____ columns of winter in their retreat from the 13_____ Some of us, we have no choice, the 14_____ is within us, the silver fountain begins to 15_____ under our breast, there is gladness in spite 16_____ ourselves. And on the instant we accept the 17!_____ The first day of change, out whistles an 18_____ interrupted paean, a fragment that will augment itself 19_____ And this in spite of the extreme bitterness 20_____ the suffering, in spite of the myriads of torn dead. Such a long, long winter, and the frost only broke yesterday.
(Whistling of Birds: D.H. Lawrence. Every 9th word missing.

5. A young man named Giovanni Guasconti came, very long ago, from the south of Italy to study at the University of Padua. Giovanni, who had but little money in his 1,_____ went to live in a high and ill- lighted 2_____ of an old building which

looked as if 3_____ had been the palace of a Paduan noble. 4_____ sighed heavily as he looked around the ill - furnished 5_____.
Old Lady Lisabetta had been won by the 6_____ beauty of person and was kindly attempting to 7_____ the room a better appearance. "Holy Mother, Sir!" 8_____ cried, "what a sigh was that to come 9_____ of a young man's heart! Do you find 10_____ old palace sad? For the love of Heaven, 11,_____ put your head of the window, and 12_____ will see sunshine as bright as that which 13_____ left in Naples. Guasconti did as the old 14_____ urged, but could not quite agree with her 15_____ the Paduan sunshine was as cheerful as that 16_____ southern Italy. Such as it was, however, it 17_____ upon a garden beneath the window, which contained 18_____ number of plants and seemed to have been 19_____ with great care.
"Does this garden belong to 20_____ house?" asked Giovanni.
"No. Heaven prevent it, sir." answered old Lisabetta.
(Rappaccini's Daughter: N. Hawthorne. Every 9th word missing.)

6. At that moment the boss noticed that a fly had fallen into the broken inkpot and was trying feebly but desperately to clamber out again. Help! Help! said those struggling legs. But the sides of the inkpot 1_____ wet and slippery; it fell back 2_____ and began to swim. The boss 3_____ up a pen, picked the fly 4_____ of the ink, and shook it 5_____ a piece of blotting paper. For 6_____ fraction of a second it lay 7_____ on the dark patch that oozed 8_____ it. Then the front legs waved, 9_____ hold, and pulling its small sodden 10 up it began the immense task 11_____ cleaning the ink from its wins. 12_____ and under, over and under, went 13_____ leg along a wing, as the 14_____ goes over and under the scythe. 15_____ there was a pause, while the 16_____, seeming to stand on the tip 17_____ its toes, tried to expand first 18_____ wing and then the other. It 19_____ at last, and, sitting down, it 20,_____ like a minute cat, to clean its face. Now one could imagine that the little front legs rubbed against each other lightly, joyfully. The horrible danger was over; it had escaped; it was ready for life again.
(The Fly: K. Mansfield. Every 7th word missing.)

7. At 11. A.M. I was sitting in my room with a fellow student when I heard the sound of a B-29 passing overhead. A few minutes later, the air flashed a brilliant yellow and there was a huge blast of wind. We were terrified and ran down stairs 1_____ the toilet to hide. Later, when 2_____ came to my senses, I noticed 3_____ hole had been blown in the 4,_____ all the glass had been shattered, 5_____ that the glass had cut my 6_____ and I was bleeding. When I 7_____ outside, the sky had turned from 8_____ to black and the black rain 9_____ to fall. The stone walls between 10_____ houses were reduced to rubble. After 11_____ short time, I tried to go 12_____ my medical school in Urakami, which 13_____ 500 meters from the hypocenter. The 14_____ does of radiation was more than 15_____ rads at this distance but I 16_____ not complete my journey because there 17_____ fires everywhere. I met many people 18_____ back from Urakami. Their clothes were 19_____ rags, and shreds of skin hung 20_____ their bodies. They looked like ghosts with vacant stares. The next day, I was able to enter Urakami on foot, and all that I knew had disappeared. Only the concrete and iron skeletons of the building remained.
(Nagasaki, August 9, 1945: M. Ichimaru. Every 7th word missing.)

8. At last the thirty-one days of March came to an end. There was a chill in the air as Ustad Mangu rose earlier than usually. He went to the 1,_____ set up his tonga 2_____ took to the road. 3_____ was extraordinarily happy today 4_____ he was going to 5_____ with his own eyes 6_____ coming of the new 7_____. In the morning fog, 8_____ went round the broad 9_____ narrow streets of the 10_____

but everything had the 11_____ old and worn - out 12._____ He wanted to see 13_____ and light. There was 14._____ He had bought a 15_____ new plume for his 16_____ to celebrate the big 17_____ and it seemed to 18_____ the only bit of 19_____ he could see. It 20_____ cost him a bit of money too. People moved about as if nothing new had happened. Perhaps it was too early in the morning the new constitution.

(The New Constitution: S.H. Manto. Every 5th word missing.)

9. Thus begin our 67 hours of lunar residence. We are on a still and arid world where each blazing day and each sub - freezing night stretch through 355 earth hours. We have landed in 1_____ bright morning of a 2_____ day. When we depart, 3_____ sun will not have 4_____ zenith. It is sobering 5_____ realise that we are 6_____ only living souls on 7_____ silent sphere, perhaps the 8_____ sentient beings in or 9_____ system not confined to 10_____ . Thought we have slipped 11_____ bonds of our home 12,_____ we remain earth men. So 13_____ keep our clocks set 14_____ Houston time and gear 15_____ lives to the 24 hours 16_____ we have always known. 17_____ the top hatch for 18_____ preliminary reconnaissance, I peer 19_____ at a world seemingly 20_____ in the epoch of its creation. Each line, each form blends into the harmonious whole of a single fluid sculpture. Craters left by "recent" meteorites - merely millions of years ago - stand out, startlingly white, like fresh scar tissue against the soft beige of the undulating terrain.

(Walking on the Moon: D.R. Scott. Every 5th word missing.)

10. What are the practical 1_____ of this modern cult 2_____ beauty? The exercises and 3_____ massage, the health motors 4_____ the skin foods - to 5_____ have they led? Are 6_____ more beautiful then they 7?_____ Do they get something 8_____ the enormous expenditure of 9,_____ time, and money demanded 10_____ them by the beauty - cult? 11_____ are questions which it 12_____ difficult to answer. For 13_____ facts seem to contradict 14._____ The campaign for more 15_____ beauty seems to be 16_____ a tremendous success and 17_____ lamentable failure. It depends 18_____ you look at the 19._____ It is a success 20_____ so far as more women retain full youth appearance to a greather age than in the past. 'Old Ladies' are already becoming rare.

(The Beauty Industry: A. Huxley. Every 5th word missing.)

B. Cloze Exercises (unseen passages)

In the following passages each of the numbered blanks stands for a word that has been omitted. Read the passage right through and then fill each blank with **ONE WORD**. For some blanks there may be more than one correct answer. Choose the word that you think would best fill the blank according to *the meaning of the passage.*

1. Work is an important aspect of a person's life. When a person is unemployed or out of work and is having trouble finding a new job he / she often goes to an employment or job agency. 1_____ employment agency is a private company. Its purpose it to 2_____ the applicant work. First the applicant is interviewed by an 3_____ of the agency who is called a job placement specialist. 4_____ specialist has a list of job openings, jobs that are 5_____ at different companies. The specialist tries to find out the 6_____ experience - that is, what type of jobs he / she has 7_____ in the past. The specialist also asks what skills the 8_____ has, the type of training he / she has, and also 9_____ type of work he / she is looking for. The specialist 10_____ sends the applicant to several companies for an interview. The 11_____ encourages the applicant to make a good impression at the 12,_____ to have a neat, clean appearance and be polite and 13_____ with the interviewer. If the applicant is hired (gets the 14_____) the employment agency will collect a fee (an amount of 15_____ either from the employer or the employee.

2. He will have to learn. I know, that all meant are not just, all men are not true. But teach him also that for every scoundrel there is a hero; that for every selfish politician, there is a dedicated leader.
Teach him that for 1_____ enemy there is a friend. It will take time, I 2_____ but teach him, if you can, that a rupee earned 3_____ of far more value than five found. Teach him to 4_____ to lose and also to enjoy winning. Steer him away 5_____ envy, if you can. Let him learn early that the 6_____ are the easiest to lick. Teach him, if you can, 7_____ wonder of books, but also give him quiet time to 8_____ over the eternal mystery of birds in the sky, bees 9_____ the sun, and flowers on a green hill side.
In school 10_____ him it is far more honourable to fail than to 11._____ Teach him to have faith in his own ideas, even 12_____ everyone tells him they are wrong. Teach him to be 13_____ with gentle people and tough with the tough. Try to 14_____ my son the strength not to follow the crowd when 15_____ else is getting on the bandwagon. Teach him to listen 16_____ all mean but teach him also to filter all he 17_____ on a screen of truth and take only the good 18_____ comes through. Teach him how to laugh when he is 19_____ and teach him there is no shame in tears. This 20_____ a big order; but see what you can do. He is such a fine little fellow, my son.
(Abraham Lincoln:)

3. Jamil and Naveed live in the same neighbourhood of a large town in the Punjab. Jamil has a dog. Its name 1_____ Globe Trotter. Jamil gave his dog this 2_____ because it likes to travel around 3_____ neighbourhood. Sometimes Globe Trotter goes away and 4_____ comes back all day long. Jamil 5_____ Naveed are standing and talking in 6_____ of Jamil's house.
"Where is your 7,_____ Jamil? "asked Naveed?
"I really don't know where he 8,_____ " said Jamil. "This makes the second 9_____ this week that he's run away. 10_____ just wish he would stay at 11_____ ".
"Well let's walk over to Bilal's 12_____ and look for him there, "said 13._____
"Sometimes he crawls into their garage 14_____ stays there all afternoon."

So they 15_____ over to Bilal's house and asked (16) if he had seen Globe Trotter.
"I 16_____ seen him all day long," said 17_____ .
Naveed said,: Let 's look in your 18_____ and see if he's there."
They went and looked in the garage. There was Globe Trotter sound asleep.

4. I got up early that morning and went out for a little walk. I think it must have been 7 a.m. It was the last week of December and the temperature was only about 10 degrees above zero. I had to 1_____ on a warm sweater and even 2)_____ heavy jacket because it was so 3._____ I wore gloves and I even 4_____ to put a scarf around my 5_____ to keep warm and comfortable. The 6_____ was clear; I could see that 7_____ was going to be a nice 8_____ .

I was surprised that there was 9_____ outside but me. That seemed quite 10;_____ after all 7 a.m. is n't is really very 11._____ I asked myself why nobody was 12_____ the street: Could my watch be 13?_____ Was it really only 5 a.m. and 14_____ seven? I really didn't know.

After 15_____ another block without meeting anyone, I 16_____ a newsboy who was delivering papers 17_____ his bicycle. "Why are the papers 18_____ thick today? The boy looked surprised 19_____ my question. Like a flash of 20_____ the reason quickly dawned in my 21:_____ it was Friday!!!

5. People today are quite astounded by the rapid improvements in medicine. Doctors 1_____ becoming more specialized and 2_____ drugs are appearing on the 3_____ daily. At the same time, 4_____ dismayed by the inaccessibility 5_____ doctors when they are needed. 6_____ doctor's fees are constantly on 7_____ rise, the quality of medical 8_____ has reached an abysmal low.

6. Amir Jan: Good afternoon. Sorry for being late, Sir.
Interviewer: Good afternoon. Please sit down. You're Amir Jan formerly from the Govt. High School Mardan, aren't you?
Amir Jan: Yes, that's right.
Interviewer: Have you a favourite 1_____ ?
Amir Jan: Yes, I have - history, 2_____ I,m better at art. 3_____ no good at maths.
Interviewer: 4_____ are your hobbies?
Amir Jan: I 5_____ all sport. I usually 6_____ in the evenings.
Interviewer Don't 7_____ have other interests?
Amir Jan: I 8_____ indoors some 9_____ to save money.
Anyway I've 10_____ my own hi-fi stereo 11._____
Interviewer: Why do you want 12_____ job?
Amir Jan: I am eighteen and 13_____ like to 14_____ my family. You see, my uncle has a radio 15_____ and so I've the 16_____ experience. I feel I,m 17_____ qualified for this 18._____ The pay is not so 19_____ to me because I 20_____ learn more in a position which really interests me. Let me prove myself.

7. Follow colleagues and friends,
I am sure that you have noticed how touched I am by your kind wishes and expressions of friendship. It took me a long time to make up my mind to accept the offer of this new appointment. 1_____ thought at first about 2_____ many friends I have 3_____ and the thought of 4_____ them made me hesitate. 5,_____ it is an opportunity 6_____ may never come again. 7_____ I am getting on in 8_____ it is best for 9_____ to accept this new 10._____

I must acknowledge here 11_____ gratitude the encouragement you 12_____ given me. I must also 13_____ the manager of this 14,_____ and all of you 15_____ being so kind and 16_____ to me. I have 17_____ tremendously working with you 18_____ it is with a 19_____ heart that I say 20_____ to you.

Thank you and in return, may I offer you all my good wishes.

8. A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt 1_____ strictly laid down by 2_____ syllabus, so the student 3_____ only what is prescribed. Examinations 4_____ not motivate a student 5_____ to read widely; they 6_____ his reading. They do 7_____ encourage him to seek 8_____ knowledge; they narrow the 9_____ of study. They lower 10_____ standards of teaching, for 11_____ deprive the teacher of 12_____ freedom. Teachers themselves are 13_____ judged by examination results, 14_____ instead of teaching their 15,_____ they are reduce to 16_____ their students in the 17_____ of taking examinations which 18_____ despise. The most successful 19_____ are not always the 20_____ educated. They are merely 21_____ best trained in the technique of working under stress and strain.

9. It was a night that Mir Hamza would remember for many years to come. He had gone to 1_____ early that evening and it was, n't 2_____ before he fell asleep. He dreamed 3_____ he was flying away from the 4_____ in a huge rocketship. Hamza could 5_____ the blue sky and the world 6_____ him. The earth was like a 7_____ and white ball, getting smaller and 8_____ with the passing of each second.

9_____ a short time, Hamza reached a 10_____ whose name he never would remember. 11_____ planet was beautiful; it provided a 12_____ for thousands of people whose ancestors 13_____ lived there for many centuries. These 14_____ were highly skilled at building machines: 15_____ gigantic telescopes they viewed the entire 16._____ They had no telephones. Instead, they 17_____ with each other by television. Hamaz 18_____ knew what the people were saying, 19_____ the language they spoke was impossible 20_____ him to understand.
Suddenly Hamza woke up and heard the sound of the television. He jumped out of bed and ran downstairs. There was his father watching 'Star Trek'!!!

10. Dear Ahmad Kamal,

As you knew me well when I was a student at Araam Bagh High School, especially when you were in charge of the sixth class, I am writing to ask you whether you would be willing to act as a referee for an application. I hope to enter the management - trainee division of the United Emirates Bank.

I now regret that I did not 1_____ for the Higher Secondary examination in 2_____ final year at school. 3_____ wasted two years after that 4_____ part - time jobs and relaxing. 5_____ next year, however, I 6_____ back to school 7_____ do my H.S. 8_____ which I passed. After that I started 9_____ at the Hong Kong Bank. I 10_____ had good reports from 11_____ manager, during the years 12_____ have worked here. I 13_____ now like to move 14_____ the United Emirates Bank, which is 15_____ for its excellent management - trainee 16_____ and opportunities for promotion.

17_____ let me know if 18_____ would rather not act 19_____ my referee. I realize 20_____ you are very busy, particularly at this time of the year when school examinations are being held.

Yours Sincerely,

C. Cloze exercises to be filled with a word or a phrase.

In the following passages there are blanks which may be filled with a word or a phrase. Insert the word or phrase that makes sense according to the meaning of the passage.

1. Pervaiz and Hameed 1_____ along 2_____ canal 3_____ when 4_____ a large 5_____ floating 6._____ Pervaiz who 7_____ what was inside the 8_____ took 9_____ and 10_____ the cold water. The boys had not 11_____ the notice saying that "12_____ in the canal 13_____ as 14_____."

2. Oliver is a film about an orphan 1_____. The story 2_____ Charles Dickens, the famous novelist. It 3_____ in England during the 4._____ Oliver, 5,_____ escapes from a workhouse and 6_____ London. 7_____ he meets the villain, Bill Sykes, and Nancy, his girl friend, the pickpocket, artful Dodger, and Fagin, the old beggar. 8_____, the beggar and the pickpocket teach him 9_____ to survive, but then the police 10._____ The judge lets him 11_____ with his uncle, Mr. Brownlow, a 12_____ man. 13,_____ Bill sykes is killed, and Oliver goes to 14_____ happily 15_____ uncle. It's such an 16_____ and 17_____ story about a boy's 18_____ for 19_____ that nobody should 20._____

3. Mrs. Ahmed, who works in a 1,_____ does her grocery 2_____ the market on 3_____ when she is free. She has to 4_____ enough food to feed 5_____ family of six. Her 6_____ works in a 7_____ and takes his lunch 8_____ with him. Her 9_____ sons who also go to 10_____ take their tiffins with 11_____ every day. So shopping 12_____ not an easy task 13_____ she has to think 14_____ each one's likes and 15._____ Sometimes Mrs. Ahmed simply 16_____ out of ideas.

4. Horror-movie fans got the thrill of their lives when they went to see M-G-M's new movie, 'The Himalayan Snowman'. It was much 1_____ the studio's last horror film, 'Attack of the Giant Ants'. The action was 2,_____ the plot was 3_____ and the special effects were 4_____. Jack Nicholas, who played the Snowman, was 5_____ in his last movie, 'The Last Dinosaur', in which he played a dinosaur. Jack roared 6,_____ ran 7,_____ and generally acted 8_____ than we've ever seen him. The director, Steven Spielberg, used his actors 9_____ he ever has before. His direction was 10,_____ 11,_____ and 12_____ than usual. A pleasant surprise was first-time actress Hilary O'Neil, who, as the daughter of the Himalayan chieftain, was both 13_____ and 14_____ than anyone we've seen in a long time. 'The Himalayan Snowman' stands a good chance of winning the Academy Award. It's certainly 15_____ in the cinema houses these days.

5. As Salaam-o-Alaikum, Ladies and Gentlemen. This is the 1_____ news read by 2._____
Our top news for tonight is the 3_____ Mayor. According to the latest 4_____ poll, Raja Rameezuddin, the candidate 5,_____ is now behind his 6,_____ Khairati Sahib of 7_____ by 8._____. People everywhere are wondering if this could be 9_____ Raja Sahib's long career as Mayor of the city. In an interview 10_____ representative, 11_____ "I am very optimistic 12_____ result. My worthy opponent may be 13_____ and better 14,_____ but I would like to remind the public 15_____ for the city - the 16_____, 17_____ and 18_____ that were made under my supervision. I understand the common 19_____ and I know 20._____ I am confident that looking at my work the people will re-elect me".

D. Cloze Exercises (without blanks)

In the following passage one word has been omitted from each line. Mark the place with a stroke (/) where you think the word has been omitted. Then WRITE in the right hand margin the word that has been omitted. The first two blanks have been answered for you.

1. At The Railway Station

Woman:	/ can you tell me when is the next train to Delhi?	**please**
Man:	Sorry there are / trains to Delhi.	**no**
Woman:	What? No trains Delhi. Oh dear, when the train	1
	for Amristsar leave?	2
Man:	The Amritsar train? quarter past one.	3
Woman:	A quarter past one.	
	I see. time is it now?	4
Man:	The time now? It is ten one.	5
Woman:	Hm. I want to have lunch I go.	6
	Is there a train one o'clock?	7
Man:	Yes, is . The train is at twenty to two.	8
Woman:	Twenty to two. I see. And next train?	9
Man:	Four o'clock the last train.	10
Woman:	Very well. I'll go that one.	11
	is the restaurant?	12
Man:	I'm sorry but......	
Woman:	Sorry?	
Man:	The restaurant doesn't open till five in the evening.	

2. A Robot

A robot is a machine designed to do tasks usually **done**
by people. Robots already do / jobs. They weld parts **many**
and spray paint in car factories. 1...
They do dangerous work as handling 2....
explosives. Some even in space and under the ocean.

hardworking machines usually don't have human 3....
shapes. A scientist robot in the shape that 4....
works best for the job does. A robot 5....
may have arm or many. It may have pliers 6....
for hands television cameras for eyes. 7....
place of feet, it may have wheels or it may 8....
have treads like a bulldozer.
No matter how human a robot it must have a 9....
programme prepared for it by a real human.
Once the robot is, it can do certain things 10
on its own.

3. Mathematics

Mathematics has an important / to play in	**part/role**
our modern civilization; it has long been/as one	**accepted**
of the subjects in which man has made some of his	
greatest intellectual achievements. It is probably	
the most tool that we have to help us open	1....
the gates of knowledge modern science. Any	2....
reasonably well-educated should have at	3....
least some understanding of the basic	
concepts mathematics. Yet many who	4....
themselves well educated, are pleased to	5....
say that they never did Mathematics!	6....
Mathematics different from other subjects.	7....
Most children at school to regard it as the most	8....
unpleasant subject that they are forced to study.	
After effort, they master a few basic skills and	9....
in the end, a lucky few their final examination	10....
and depart from school with joy.	

4. LETTER

Dear Jamila

Thank you for your lovely Eid present.	
It was very thoughtful of / to think of me.	**you**
The dress fits perfectly. Now I'm / for the	**waiting**
cold season to put it on. This year we had	1....
very long and hot summer with lots of rain	
so we're looking to winter. On several	2....
we went mountain climbing. Next week	3....
we be going to Gilgit. This will be the third	4....
year that we are our summer holiday there.	5....
The children simply refuse to listen	6....
our suggestions of going to another place.	
However, I think we will be to persuade them	7....
to take a holiday in cool Kashmir next year, we	8....
would have saved enough by then to visit you!	
We were very sorry to hear from you robbers	9....
had broken into your house. It was lucky one was	10....
hurt and not much stolen.	

Love,

Zubaida.

(adapted from New English for Syllabus 122
C.H. Yiapp, P. N + A. Moore
Oup. Kuala Lumpur. 1982

Section III

PHRASAL VERBS

Dr. Surriya Shaffi Mir

Phrasal Verbs

A phrasal verb consists of two parts: the base verb and one or more additional words usually referred to as particles. A particle is a small function word which can function as adverb or preposition. e.g. in *'put up with' 'put'* is the base verb and *'up with'* the additional words that modify the normal meaning (s) of the base verb.

List of Phrasal Verbs

It is not possible to list all the phrasal verbs in the English language but an attempt is made here to list some of the most frequently used so that students are familiarized with their meaning and use.

Back out of, be off, be over, be taken aback, beat up, blow up, break down, break into, break off, break out, break out in, break up, bring up, brush up, burn down.

Call off, calm down, carry out, catch on, catch up on, catch up with, check in, cheer up, come about, come across, come in for, come into, come out, come out from, come round / come to, come upon, come up to, come up with, cut down on, cut off.

Die out, die down, do up, drop in, drop in on, face up to get down to, drop off, drop out, Fall out, fall through, fill in, find out.

Get along, get at (something), get away, get away with, get done, get down (to something), get on to, get on with, get out of get over, get round, get through, give away, give back, give in, give off, give out, give up, go down, go for, go off, go through, go with, grow up.

Hold on, hold up.

Lay off, let down, let off, let out, look after, look back., look down on, look for, look forward to, look into, look over, look round, look up, look up to, look down on, .

Make away with, make out, make up, make up for, mistake for, own up.

Pass away, pass on, pass over, pass out, pick up, point out, put away, put down, put forward, put in, put off, put on, put out, put through, put up with.

Run down, run in, run into, run out, of.

See off, set off, soak up, speak up, stand way, stand by, stand down, stand for, stand out, stand to, stand with, stand up for.

Take after, take back, take down, take for, take in, take off, take over, take to, take up, tear up, tell off, think over, try on, try out, turn against, turn back, turn down, turn in, turn into turn out, turn over, turn up.

Wear off, wear out, work out.

Sentence Stress

In spoken English the words that carry the most meaning are generally emphasized. In prepositional verbs with prepositions like *at, to, for, on, with, into,* it is the verb that usually carries most of the meaning and so the verb is usually stressed and not the preposition.

Main types of Phrasal Verbs

(i) Phrasal verbs in which the adverb particles have their basic meanings for movement or position such as:

- *put down* the briefcase
- *take out* your books
- *take off* your coat, etc.

(ii) Phrasal verbs which are idioms i.e. in which the adverb particle has no clear meaning such as:

- *put down* the rebellion/someone who bothers you
- *take-off* a famous person with a good imitation.

(iii) Phrasal verbs which consist of verb + prepositional particle. These raise no syntactical problems as the particle is never placed anywhere but immediately after the verb. e.g. :

- She *takes after* her mother. (resembles)

(iv) Phrasal verb consisting of a verb and *two* particles:

The government scheme *came in for* a lot of criticism. (met)

- I can't *go back on* my promise. (break)

Most phrasal verbs are informal. In informal English some verbs can combine as an idiom with both an adverb and a preposition. e.g.

- She *puts up with* a lot of nonsense from her boss (tolerates)
- He *walked out on* her (abandoned).
- The Prime Minister asked the department to *cut down on* spending (reduce).

1. Particles with verbs of motion

The simplest use of particles is with verbs of motion when the particle has a directional sense ____ i.e. it expresses direction.

a. The particles commonly used with verbs of motion in this sense are *in, out, down, off, on, away, over, (a) round, about, through, back, along, across, past, by*

The water's warm dive in./ The car door opened and a small girl jumped out/ It took us an hour to climb up here. I hope it doesn't take us as long to walk down. / The actor bowed in the center of the stage and then walked off./ The director of the play said, 'When you walk on, hold your hands like this.'/ When the dog came up to him the boy backed away./ We'll drive over and see you this afternoon. In the restaurant John came over to our table and asked us to join him./ I'll come round tonight and help you with your home work./ I didn't have time to visit you when I was in London, I was just passing through./ The policeman said to the crowd, 'Move back, please.'/ There's not much room on this bench will you shift along a little please./ 'When did you come back from France? 'Oh, I flew across this mornings./ When I spoke to the man he just turned round and walked away./ I watched the traffic speeding past./ I thought I saw your brother pass by.

b. The verb **get** when being used as a verb of motion can be used with all these particles.

When the bus stopped some passengers *got in* and others *got out*/ The river was in flood and they couldn't *get across.* / The train's stopped ---- it's time to *get off*/ I didn't know you were home. When did you *get back?*

c. *Up* in the directional sense often conveys the meaning of coming very close to. **Up** can also be used with **to.**

A messenger *walked up* and spoke in the Prime Minister's ear./ The aeroplane *taxied up* to the edge of the tarmac.

Exercises

1. Put a suitable **directional particle** in each space.

   1. When I called to him he turned .... and saw me.
   2. Because the propeller was damaged the ship had to go .... to port.
   3. Throw that dead mouse ....! The cat must have dragged it ....
   4. The door opened and an old man came .... He walked to the edge of the pavement and stood and watched the traffic racing .... Then he shrugged his shoulders, turned .... and went into the house again.
   5. As I was sitting in the park a small girl walked .... and said she was lost.
   6. On these cold winter mornings I like my bed. It's all I can do to crawl ....
   7. Hello, George, I didn't expect to see you.' 'Oh, I was passing .... and I

thought I would just call ...... for a minute.'

8. The policeman said to the crowd gathered near the accident, 'Come on now, move ....; you're holding up the traffic.'

9. John, you need a holiday. You must go ...... for a few weeks.

10. You know where our house is. If you are driving ...... at any time, please drop .... and have a drink and a chat.

2. In each sentence below put a **phrasal verb** which means the **opposite** of the one in italics.

1. 'John, go upstairs and get my umbrella. 'Oh, I've just *come down*. Do I have to .... again?

2. 'We' are *driving u* to Scotland next week, and the week after we're .... to the south of England.'

3. The manager called his secretary into his office. She looked cheerful enough when she .... but not so cheerful when she *came out*.

4. When the girl had an argument with her parents she *ran away* from home but a week later she...........

5. The piston in a car engine *moves up* the cylinder to the top of its stroke and then it.............

6. There was a lot of activity at number 7 Oak Street this morning. As one family was .... another family was *moving out*.

3. Put a suitable verb from this list with a suitable **directional particle** in each space below. There may be alternatives --- discuss these. Make sure the verb is in a suitable form.

bring, climb, come, drive, fall, hurry, jump, move, pass, run, travel, walk, get

1. The little boy was running when he .... and hit his head on a stone.

2. The old man sat in the park and watched the people ....

3. There's a cat at the top of that lamp post. How ever did it .... that high?

4. The old man sits there and no one ever talks to him. They all just ....

5. I have some books for you at home. I'll .... them .... this evening.

6. The stream is not very wide. I'm sure you can.......

7. The man was very weak after his illness and when he tried to stand he .... on to his bed.

8. As the detective was watching the house he saw a large car .... and stop right in front of it.

9. When the dog growled at him the small boy.......... in fright.

10. The girl who forgot her lines in the play was so embarrassed that she turned and..........

11. The lorry stopped and a young man on the back said to the hitchhiker, ... quick

12. 'We're late because there was a traffic jam and we couldn't..........'

4. Imagine yourself in each of the situations described below. Write down what you would say, using a verb of motion with a directional particle.

1. You have just opened the door of your house and a friend is standing there. Invite him to enter.

2. Your brother has come into your room and is annoying you. Order him angrily to leave.

3. You have had an argument with your friend. Order him/her to leave you and never to return.

4. A friend has asked you for the loan of a book you value. Tell him he can take it with him but he must return it.

5. A friend has just come to visit you. Tell him you are sorry, you are just leaving the house but you will return in about an hour.

2. Particles with Verbs Implying Motion (A)

The common particles used with verbs implying motion are:
in, back, out, up, down, away, over

a. **to be**

Wait for me, I'll *be out* in a moment./ I'll *be back* in a minute./John's upstairs --- he'll *be down* in a minute.

b. **to put, to take**

Did you *put* the cat *out*?/ She made some soup and forgot to *put* any salt *in*./I don't want that food --- *take* it *away*!/ If you want to ask a question *put* your hand *up*.

c. **to ask, to call, to invite, to have** (i.e. invite/ask), **to order, to show, to see** (i.e.accompany), **to help, to lead**

'Mr Smith is in the outer office, sir.' 'Oh, *ask* him *in* please.'/ There's Fred. *Call* him *over*./ My mother lives in Scotland but we *invite* her *down* now and again./ That friend of yours came to the house yesterday and he just *invited* himself *back* today./ John *had* some of his old school friends *in* last night and they talked until 2 a.m/ Because of the uproar in the courtroom the judge *ordered* everyone *out*./ It's good manners to *show/see* your guests *out* when they are leaving./ The road's very busy. I'll *help* you *over*./ It was Billy's job as class captain to *lead* the class *in* every morning.

d. **to show out** also has the sense of making or causing someone to leave.

This person is making a nuisance of himself in my office. *Show* him *out* please.

e. **to hit, to strike, to hammer, to drive** (i.e.to force) **to kick, to press, to pull, to push, to screw, to suck, to breathe.**

He was so angry he just *hit out* blindly and knocked his brother over./ When the thief approached me I *struck out* with my left first./ The scout *hammered* the tent pegs *in* firmly./ *Drive* those nails *in* properly./ The enemy attack was *driven back*./ Those drinking friends of my husband's wouldn't go home last night. I had to *kick* them *out* (fig)./ The horse was frightened and he *kicked out* violently with his hind legs./ The driver *pressed/pushed* the accelerator *down* and the car shot away./ If you *pull* the lever *over* to the right the machine will start./ The screw fell out because it hadn't been *screwed in* properly./ The little boy *sucked up* the *last* of this ice cream soda through his drinking straw./ The swimmer was *sucked down* by the strong current./ The doctor said, '*breathe* in slowly. Now *breathe out*.'

f. **to wave, to signal, to beckon**

The people who were running to the scene of the accident *were waved* back by the police./ At the road block the police *signalled* me *out* because I had an official number plate./ The old lady caught the waiter's attention and *beckoned* him *over*.

Exercises

1. In each space in each sentence below put **either** a suitable verb selected from those discussed above **or** a suitable directional particle. (There may be alternatives --- discuss these.)

1. The car manufacturers must do something. No human being should have to .... in those filthy exhaust fumes that modern cars pour.....

2. When his guest stood...... to leave the host said that he would .... her out.

3. The old lady said, 'As far as cars are concerned, I can get .... all right but I always need someone to .... me out.'

4. Don't .... those tent pags in too far because we'll have trouble in .... them out.

5. The swimming dog disappeared......down by the strong current, but he bobbed........again a few yards away.

6. When we were..........last night at the cinema some thieves .... in and stole our television set.

7. The demonstrators had .... up a large sign in front of the Prime Minister's residence but the police.......it down.

8. Our new neighbours moved.........a week ago. Isn't it time we had them.........for a drink?

9. When the President's car stopped one of his aides stepped........to.......him out but the President.......him away.

10. Will you please.......this letter in to Mr. Smith?

11. Mr. Smith says that, if you'll kindly sit........, he'll.......out in a minute.

2. Try to answer each of these questions using a phrasal verb with a directional particle. *e.g.*

Q: *Where is the money I put in the drawer?*

A: I took it out this morning. (Discuss any alternatives)

1. Why's the waiter coming to our table?

2. Why are John and Mary driving down from Scotland tomorrow to stay with us?

3. What should I do if I see a blind person waiting to cross a busy street?

4. I have a thorn in my foot. What shall I do?

5. There's a man who wants to see you, sir. What shall I tell him?

6. What would you do with guests who stayed until three in the morning?

7. As a host, what should I do when one of my guests is leaving?

8. Mary's downstairs and wants to see you. What shall I say?

2. Particles with Verbs Implying Motion (B)

a. **to let, to allow**

Close the door and don't *let* the cat *in*./ John has been ill so he is not *allowed out*. The courtroom was locked and the public were not *allowed in*. The police formed a line in front of the embassy gate and they would not *let* anybody *through*.

b. **to look, to see**

Draw the curtains. With the light on in the room anyone can *look./see in*./He opended the windows and *looked out*./ Don't *look down* when I'm talking to you./ As the runner entered the straight he *looked back* to see where the others were./ Those windows are so dirty that I can't *see out*.

c. **to phone, to ring**

There's something wrong with our phone. People can *phone in* but we can't *phone out*.

d. **to send, to ship, to fly**

The government said it would *send in* the army if the rebels did not lay down their arms./ That consignment of machinery for the Far East was *shipped out* yesterday./ Emergency food supplies were *flown in* for the starving refugees.

e. **to throw, to toss**

The player *threw* the ball *in*./ He *tossed* the empty bottle *away*./ The smell of that food almost made me *throw up* (= vomit)./ John and Jim were *thrown out* (fig.) of Mary's party last night because they hadn't been invited.

f. **to force, to push, to work**

These verbs can be used with **way** as an object.

I told him he could not come in but he *forced/pushed* his way *in*./ These small insects attach themselves to the skin and then *work* their *way in*.

g. **to point, to smuggle, to put, to break, to wash**

The boy *pointed up* to the helicopter which was circling the playing field./ If you try to *smuggle* anything *in*, the customs people will catch you./ The rain was *pouring down*./ The tank had a hole in it and the petrol was *pouring out*./ Thieves *broke in* last night and stole a lot of money./ Some prisoners *broke out* of goal last night./ The swimmer was *washed out* to sea by the strong current.

Exercises

1. In each space below put **either** a suitable verb from those discussed above **or** a suitable directional particle:

   1. The class had been naughty and when the school bell rang the teacher wouldn't .... them out. First he made them stand .... and then sit....... Finally he said, 'Tom can go....... first and the others can follow him....... quietly,'

   2. The leader of the prisoners said, ' We'll....... out tonight. The wall will be

easy enough to get....... All we have to do is climb to the top then jump....... and we're free.'

3. When the customs officer came....... to him he tried to....... his way past. It was later found that he was trying to .... in several bars of gold.

4. He stood by his bed, stretched his arms .... and yawned. Then he walked....... to the windows and drew....... the curtains so as to....... the sunlight in. When he....... out he saw that everything was convered with snow.

5. The manager....... up at his assistant and said, 'We can't .... that consignment out this week because there's a seamen's strike. We'll have to....... it out by Singapore Airways.'

6. The lava from a volcano....... its way up from the depths of the earth. Some of it shoots....... into the air but most of it flows....... the sides of the mountain.

7. The centre-forward....... the ball in but one of the opposing team kicked it....... again.

8. The girl left the cage door open and her pet budgerigar got....... and....... away.

9. 'Any news of the prisoners who broke....... last night?, 'Yes, a constable on his beat....... in an hour ago and said he thought he saw them driving....... in a black car.'

10. The fat man opened his mouth, popped....... several large oysters and....... them down with a large mouthful of "Seven Up".

2. In each sentence below choose the correct verb from those given in brackets.

1. For years scientists have been looking for a cure for cancer but now they thing they might be about to (point/look/fly/break) through (fig).

2. 'Are those old shirts of yours any good? 'No, let's (show/throw/send/put) them out.'

3. When the mixture of air and petrol explodes in the cylinder the expanding gases try to (force/fly/let/pour) their way out.

4. The boy who was being very naughtly during the lesson was (forced/allowed/sent/seen) out by the teacher.

5. 'I can't get this piece of glass out of my hand.' 'Well, just leave it for a day or so and it will probably (wash/work/pour/show) itself out.'

6. Pieces of the wrecked ship were (sent/poured/washed/sucked) up on the beach.

7. The night-watchman of the factory (signalled/waved/ordered/phoned) in a warning that he thought thieves were trying to (force/look/break/push) in.

8. Some people walk with their toes (pointing/showing/flying/looking) out like Charlie Chaplin.

3. Try to answer each of these questions using a phrasal verb with a directional particle.

1. What would you thing if you saw a person acting suspiciously as he approached the customs inpection point?

2. What would you do with the bath water after you have had a bath?

3. What do I do if a small piece of bread gets caught in my throat.?

4. How did you get into your house when you found you had lost your keys?

5. What did you do when you couldn't send the goods up to Peshwar by road?

6. Why do you draw the curtains in the front of your house?

7. What do you usually do when you hear a loud noise overhead?

8. If you arrived at a high-class restaurant dressed in very casual clothes, what might the manager do?

3. Particles Expressing Position Or Place

With certain verbs, for example, stative verbs (verbs that express a state), some particles are used with a positional sense. This means they express position, not movement. The main particles used in this way are.

in, out up, down, on, back, away (=in another place)

a. *The main verbs are* ***to be, to stay, to stop, to remain, to leave, to keep, to hold***

I don't like flying, I'm always glad when *I'm down./ 'Is* John *in?'* 'No, I'm afraid *he's out./* Bill has been ill and he's not supposed to *be out* but I can't *keep* him *in./* I *keep* my hair *back* with a pin because it won't *stay back* by itself./ They forgot and *left* the flag *up* all night./ The deck of the bridge was *held up* by large cables./ The food was so bad that I could hardly *keep* it down./ The boxer fell to the canvas and *stayed/remained down* for the count of ten./ You go ahead; I'll *stay back* and wait for the others./ I'm going on holiday---I'll *be away* for two weeks./ Come back soon---don't *stay away* so long this time./ *'Hold* your hat *on*!' 'It won't *stay on,* the wind keeps blowing it off./ If you screw the top on hard, it will *stay/remain on.*

b. **to wait** (only with **in** or **up**)

Come round to my place tonight. I'll *wait in* for you./I've forgotten my key and I'll be late home tonight. Can you *wait up* for me?

c. **to lock, to shut** (only with **in and out**)

Hold the door open, I don't want to be *locked in/out.*

d. *to find* (only with *in* or *out*)
If you wish to see the principal you'll *find* him *in* at three o'clock.

Exercises

1. Study the sentences below. In each space put either a suitable verb chosen from the ones discussed above or a suitable directional particle.

   1. We walked to the front door, I went to take my keys....... and found I had lost them, I must have....... them down somewhere in the restaurant. We were....... out.'

   2. I watched the balloon rise....... above the trees. The balloonists aim was to....... up for as long as possible. Unfortunately they were forced....... a few hours later by a severe electrical storm.

   3. 'If I call....... tonight will you....... in? 'Yes, I will I've been going....... too much lately and I've decided to....... in tonight and study.'

   4. The roof of the old tunnel was....... up by large pieces of timber from which green slimy plants hung....... I looked .... over my shoulder but could see no light. The only thing to do was to keep moving.......

   5. I went to Jane's place early this morning only to....... her out. Her mother said that she had gone....... for the day but would be .... at about 8 o'clock.

6. During the annual club meeting some of the member walked .... in protest. The chairman said, 'Now that they....... out, they can....... out.'

7. I'm .... away tomorrow and I'll probably ..... away for a week. I'm flying ..... to France and then I'm driving ...... to the south of Spain

8. Get....... the bus at this stop and....... on until you get to Oak Street. When you get....... make sure to....... your hat on or it will blow .... in this wind.

2. Try to answer each of these questions using a phrasal verb with a positional particle chosen from these discussed above.

1. When would you do if your husband came home at 4 o'clock in the morning?

2. What did you do when your husband wanted to fight with the drunken man in the restaurant?

3. What did the doctors do when they couldn't remove that piece of metal from Joe's back?

4. What are tent pegs used for?

5. What are the poles in a tent used for?

6. If you were expecting an old friend to come and visit you, would you go out?

7. Excuse me, but can I see the manager, Mr Jones?

8. What happens when a boxer receives a knock-out blow?

(Understanding Phrasal Verbs
M.J. Murphy
Hulton Educational Cheltenham. UK. 1983)

Exercises

1. Replace the words in italics, using the verbs indicated at the head of the exercises together with an adverbial or prepositional particle, and making any necessary changes in word order.

(a) Turn

1. The manager *refused* his request for a day off.
2. I waited half an hour for my friend, but he didn't *come.*
3. It's about time we *went to bed.*
4. Would you *lower* the gas when the kettle boils?
5. His landlady *evicted* him for not paying his rent.
6. The police told the suspected thief to *empty* his pockets.
7. Crowds of people had to be *refused admission* to the theatre.
8. This popular sports car is now being *produced* at the rate of a thousand a week.
9. Our visit *proved* to be a waste of time because fog reduced visibility.
10. After being hit by a huge wave, the rowing-boat *capsized.*
11. Although the dog appeared to be friendly, it would *attack* anyone who tried to fondle it.

(b) Get

1. We wondered how he was *progressing* in his new job.
2. I don't think I shall *complete* all his work this afternoon.
3. She is so upset at her husband's death that I don't think she will ever *recover from* the shock.
4. She put the book in a place where the child couldn't *reach* it.
5. As it's got to be done, we may as well *have done with* it.
6. The prisoner *escaped* from the prison by climbing a ten-foot wall.
7. He says that his lack of success is beginning to *depress* him.
8. You must really *apply yourself* to some serious work.
9. I see no way of *avoiding* the problem.
10. Their business partnership flourished despite the fact that they didn't *agree* well personally.
11. It must be *nearly* ten o'clock!

(c) Take

1. The teacher said I ought to *start learning* French.
2. He *resembles* his father in many ways.
3. The son *assumed control* of the business on the retirement of his father.
4. The man looked so respectable and honest that I was completely *deceived*.
5. He *undertook* so much work that he couldn't really do it efficiently.
6. The secretary *wrote* the letter in shorthand as the manager dictated it to her.
7. When he discovered the truth, he *retracted* all he had previously said.
8. That teacher has a way with children: they seem to *like* her immediately.
9. I don't wish to *occupy* too much of your time.
10. He spoke English so well that people frequently *assumed* him *to be* an Englishman.

2. Answer the questions with complete sentences, using the verbs indicated together with an adverbial or a prepositional particle.

1. What must you do if you find you are living beyond your means? (cut)
2. How do we express the fact that someone learns thing quickly? (pick)
3. What would be done if it were found that a search was proving useless? (call)
4. What would two men do before entering into a partnership? (draw)
5. What would you say if you couldn't get rid of a cold? (shake)
6. What might a parent ask a child who had a guilty look on his face? (be)
7. How would you ask someone to confirm the truth of what you had said? (bear)
8. What are we expected to do when a friend shows a group photograph in which he appears? (pick)
9. How do we express the fact that there is for everyone? (go)
10. How would you describe a plan that had been carefully considered in every detail? (think)
11. What must a motorist do if the traffic lights show red? (pull)
12. What might you promise to do if someone made you an unusual proposal? (think) (Do not use 'about')

13. Before you bought a second-hand car, what would you want to do? (try).

14. How do we express the fact that a mine has been exhausted of its deposit? (work)

3. Replace the word in italics by a verb in the appropriate tense.

1. Please *look* me *up* if ever you come to London.
2. We went to *look over* the house, but it wasn't suitable.
3. The police decided that they must *look* further *into* the matter.
4. A leader must be one whom the people can *look up* to.
5. He *looks down on* people with less knowledge than himself.
6. The teacher *looked on* the student's absence as a serious matter.
7. I should be grateful if you would *look in* at the library to see if a book has arrived for me.
8. Please *look through* the agreement before you sign it.
9. He *looked for* a reward when he returned the valuable ring to its owner.
10. Although it had been a bad year, the chairman thought that business was now *looking up*.

(Advanced English-Practice
B.D Graver. OUP. 1963.)

Section IV

SENTENCE COMBINATION

Prof. Humaira Irfan

Acknowledgements

Many of the sources of inspiration for this section will be obvious from the Bibliography.

Less obvious but of equal importance are my family and friends especially Noor, Hannah, Lamia, Sherry, Tracy, and Perin Boga who have helped in editing, providing samples, typing and most of all for being tolerant.

Introduction

This section on writing is for students preparing for their B.A. exam. The following units will help you to develop and improve your writing up to the standard required in the B.A. exam. The exercises are designed to help you improve your writing skills. In addition, you will discover these exercises to be entertaining, challenging and informative.

A writing course for the B.A. students should be enjoyable, intellectually stimulating and geared to the exam. These three requirements are kept in mind throughout this section.

Some of the activities are designed to be done in cooperation with other students. working in pairs or small groups. This usually takes longer, But it really does help you to learn more effectively and to remember better-- and it is enjoyable too.

Your teacher can help you to improve the specific aspects of writing that you are weakest in and guide you towards exercises that seem most valuable for you and your class. It is up to you to ask questions and seek advice for you are the one responsible for your progress.

SENTENCE COMBINING

Introduction

Sentence combining is an approach to the teaching of writing which is very useful in teaching grammar and writing to students of varying level of proficiency. Its emphasis on constructions (phrases, clauses, and sentences) makes it one of the best approaches for teaching students how a sentence works and taking them from mere recognition of syntactic units into complex sentences. Sentence combining practice also leads students to overall improvement in terms of grammatical correctness, sentence variety, and even organization and cohesion. Sentences can relate to each other in many different ways: For example, they can show contrast, add information, give examples or show results. Certain words called discourse markers, give clues about the relationship. The term discourse marker refers to many different parts of speech, all of which act like road signs to tell what lies ahead in the discourse. If you use markers when you write, the organization of your ideas will be clearer for your reader.

A programme in sentence combining can be flexible, with exercises ranging from highly controlled to relatively free, from purely mechanical to relatively creative, from combining two sentences to combining groups of three to six sentences which then make up a coherent paragraph.

Sentence combining is a matter of choices depending upon whether a simple sentence, a compound sentence, a complex sentence, or a cumulative sentence creates the effect you seek. Good writers know their options.

Sentences can be combined in any of the following four ways:

Simple Sentence

Example

1) *Salman stood at his post.*
2) *He gazed over the calm sea towards the west.*

Compound Sentence

Example

Salman stood at his post and he gazed over the calm sea towards the west.

Complex Sentence

Example

Salman, who stood at his post, gazed over the calm sea towards the west.

OR

As Salman stood at his post, he gazed over the calm sea towards the west.

Cumulative Sentence

Example

Salman stood at his post, gazing over the calm sea, towards the west.

Simple Sentences

The following are a set of simple sentences

1) Nighat was coming up the walk.
2) She was limping
3) She was very determined
4) Her glasses were shining beneath the falling raindrops.
5) They were like little pools.

This is the simplest way in which the writer can state what he wants to say.

1) There is first the general image:
Nighat was coming up the walk.

2) The next detail is about the way she is walking:
She was limping.

3) The writer now adds a quality about Nighat herself:
She was very determined.

4) Finally the writer focuses on a single part of the picture - Nighat's glasses:
Her glasses were shining beneath the falling raindrops.

5) To clarify the image still further, a comparison is made:
They were like little pools.

This version may sound childish but it is grammatically acceptable.

Each of these is a simple sentence.

A simple sentence has

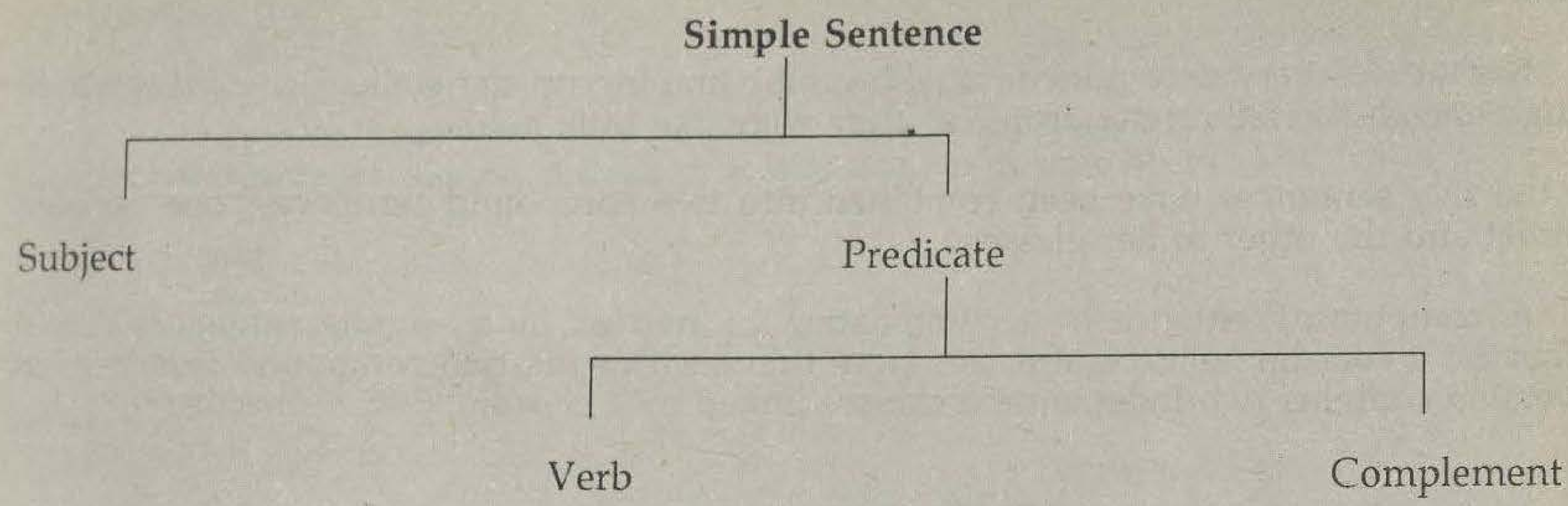
1) a subject - *e. g Nighat*
2) a predicate - *e.g was coming up the walk.*

The predicate has two parts

a) verb - *e.g was coming.*
b) complement - *e.g up the walk.*

The complement completes the meaning of the verb.

As a look at the five sentences reveals, not all simple sentences contain complements, but all contain subjects, predicate and verbs:



SIMPLE SENTENCE		
SUBJECT	PREDICATE	
	Verb	**Complement**
Nighat	was coming	up the walk
She	was limping	
She	was	very determined
Her glasses	were shining	beneath the falling raindrops
They	were	like little pools

Any construction that has a subject and predicate is called a clause. Because a simple sentence has a subject and predicate and can stand alone, it is called an independent clause.

Compound Sentences

When you do sentence combining you are free to use simple sentences and not to combine the parts. But in the example below:

Example

1. *Nighat was coming up the walk.*
2. *She was limping.*
3. *She was very determined.*
4. *Her glasses were shining beneath the falling raindrops.*
5. *They were like little pools.*

We find that certain parts seem to go together logically. The first three simple sentences present Nighat at large. The last two (4 and 5) focus on Nighat's glasses. If we wish to preserve this grouping. We might combine the five sentences into two.

Version 2

Nighat was very determined, and she came limping up the walk. Her glasses where shining beneath the falling raindrops, so they were like little pools.

Here the five sentences have been combined into two compound sentences, one devoted to Nighat and the other to her glasses.

A compound sentence is a combination of two or more simple sentences linked together by a coordinator (e.g: and, so. Note that each of the two compound sentences in this version contains two independent clauses linked by a coordinating connective:

COMPOUND SENTENCES

Independent clause — Coordinator — Independent clause

COMPOUND SENTENCES		
Independent clause	**Coordinator**	**Independent clause**
Nighat was very determined	and	She came limping up the walk
Her glasses were shining beneath the falling raindrops	so	they were like little pools.

Compound sentences are common in our speech and in our writing too. They work well so long as the things that are linked together go together logically.

Combining Sentences With Coordinating Connectives

The term "coordinating" comes from the Latin prefix co- ("equal")-added to the verb ordinary ("to set or place"). The process of coordination thus sets words, phrases, or clauses in equal rank, either in pairs or in series.

Coordinating connectives are very commonly used in our everyday speech and writing. Whenever two closely related ideas of equal grammatical weight have to be presented or expressed, coordination is used. Coordinating connectives fall into three classes: coordinators, correlatives, and conjunctive adverbs.

Coordinators

These are little words, few in number, which have an immense importance in writing. They link independent clauses, and with the exception of 'for' and 'so' they also link words and phrases. Below is a list of words used as coordinators.

and	nor	so
but	or	yet
for		

Examples

The task was not to be taken lightly, for it was men as well as supplies that we sought to save.

The morning air was chilly so most of the spectators, soon left the stadium and went to their homes.

Correlatives

They are two-part structures that are separated by other words:

both	----	and	not	---	but
either	---	or	not	---	nor
neither	---	nor	not only	---	but (also)
never	----	nor	whether	---	or

Correlatives may link paired words, phrases, or clauses:

Examples

A young man in his early thirties, neither short nor tall, entered the room.

These stones look not like natural stones but like the rubble of some old building.

Either you give me Rs. 10 or I take the book back.

Conjunctive Adverbs:

These are sometimes called 'signpost' words. These 'signposts' tell the reader which way the discussion is heading:

accordingly	however	next
afterwards	incidentally	otherwise
also	indeed	similarly
besides	instead	still
consequently	later	then
earlier	likewise	therefore
furthermore	moreover	thus
hence	nevertheless	

Unlike coordinates and correlatives, conjunctive adverbs can join independent clauses only, never just words or phrases. Nevertheless, these words are important indeed, since they serve as signposts for the readers by pointing key relationships among your main idea.

Punctuation

For Conjunctive adverbs there are two choices, the semi-colon or the period, depending on whether you wish to connect the sentences or separate them. The conjunctive adverb is placed at the beginning of the second sentence or, for a subtler emphasis, somewhere within the second sentence.

Examples

A finite world can support only a finite population; therefore population growth must eventually equal zero.

Hers was a cruel heartless punishment. Moreover, it was punishment imposed by herself.

On Friday she lay quiet and unlike herself in her room. By Saturday, however, she was very active and lively.

Conjunctive adverbs are the most mobile and expressive parts of speech.

What coordinating connectives add to your writing

Whether it is sentence combining exercises or original writing, you can use coordinating connectives to perform the following important functions:

- adding details or emphasis
- indicating time relationships
- proposing alternatives
- revealing cause and result
- stating conditions
- making contrasts or comparisons

Adding details or emphasis

Writing is basically a process of addition. Indeed one of the first sentence combinations that one masters are the linking of clauses with 'and'. It should be noticed however that all three kinds of coordinating can add details or emphasis:

also	indeed
and	incidentally
besides	moreover
both --- and	not only --- but (also)
furthermore	

While most of the connectives in this group indicate simple additions of detail, words like *'furthermore'*, *indeed*, and *'more over'* indicate emphasis, not just addition.

Examples

> *Love of movies is an expensive habit,* <u>*and*</u> *you have to think of ways to support it.*
>
> *This is too difficult for me to do.* <u>*Moreover,*</u> *I am too tired.*

Indicating Time Relationships

All the connectives in this category are conjunctive adverbs:

Afterwards	later	next
earlier	meanwhile	then
henceforth		

Conjunctive adverbs require careful punctuation. There may be more than one way to connect sentences to indicate time relationship between them as the example below illustrates:

Examples

1) *The only time I mind being alone is when something is funny.*

2) *When I am laughing at something funny, I wish someone was around.*

Combination *The only time I mind being alone is when something is funny; then, when I am laughing at something funny, I wish someone were around.*

OR

The only time I mind being alone is when something is funny. Then, when I am laughing at something funny, I wish someone were around.

Whether the sentences are joined or separated, *'then'* clearly indicates a time relationship between them.

Proposing Alternatives

Whereas the last category included 'Conjunctive adverbs' only, this category includes no conjunctive adverbs at all. Rather, it consists of coordinates or correlatives only. Notice that these connectives can propose alternatives that are positive, negative, or neutral:

Positive	**Negative**	**Neutral**
either -- or	neither --- nor	whether -- or
or	never --- nor	
	nor	
	not --- but	
	not --- nor	

Revealing Cause and Result

Not all coordinating connectives simply add information. Some of the connectives create relationship between the words or sentences they join. This is very much the case with the following words, which reveal cause and result relationships:

accordingly	hence
(and)	so
consequently	therefore
for	thus

Note that this group includes no correlatives, just coordinators and conjunctive adverbs.

Example

The air above the land becomes hot, consequently the heated air expands and rises.

In the above example 'consequently' reveals a connection between the two parts of the compound sentence; it shows a cause and result relationship.

Stating Conditions

This category includes all three kinds of connectives:

either --- or	or else
or	otherwise

when two sentences are combined with a conditional relationship, one becomes the logical consequences of the other.

Example

1) *We had to pay the rent on the first of every month.*

2) *We were liable for a surcharge.*

Combination We had to pay the rent on the first of every month, or else we were liable for a surcharge.

Notice the strict logic implied by the conditional connectives. If the rent is paid on time, then the surcharge is avoided. If the payment is late, the surcharge applies. The conditional relationship is an *'or else'* relationship, as clearly indicated in the above example.

Making contrasts or Comparisons

Coordinating connectives can also make contrasts and comparisons. This category of connectives include no correlatives.

but	nonetheless
however	otherwise
instead	similarly
nevertheless	yet

Like all the coordinating connectives, these words establish relationships not just between words but between ideas. Therefore, the sentences they connect may or may not be joined by punctuation:

Example

> *He was impatient of hard work and humdrum restrictions, yet writing was the need of his soul.*

Coordinating connective is used to make a contrast. The two clauses are joined with the comma and the coordinator *'yet'*.

Example

> *Wearily obedient the boys huddled into line and stood there in the sun. Nonetheless, some began to protest faintly.*

The clauses are separated with a period, using only the conjunctive adverb 'nonetheless' to make the contrast.

There are only two coordinating connectives that make comparisons rather than contrast. The words for making comparisons are likewise and similarly, both conjunctive adverbs.

Example

> *Marchers carried 'Ban Smoking' placards during the 1970's; likewise protesters carry "No Drugs is Good News" signs today.*

Here the conjunctive adverb *'likewise'* appropriately makes a comparison between the sentences it connects.

Notice that the semi colon joining the clauses creates a balance between them as well.

Adapted
stull, W.L. 1983.

Activity 1

A. Combine sentences (a) and (b) into a single compound sentence by using the connecting word *and*. Put a comma before *and*. The word *and* introduces the clause that adds something to the idea in the sentence. The example will help you to begin.

Example

a. *The world's highest waterfall is Angel Falls in Venezuela.*

b. *The world's largest lake is the Caspian Sea between the U.S.S.R. and Iran. (AND)*

Combined *The world's highest waterfall is Angel Falls in Venezuela, and the world's largest lake is the Caspian Sea between the U.S.S.R. and Iran.*

1. a. Street musicians perform in many of the world's cities.
   b. People applaud and give them money if they are very entertaining. (AND)

2. a. The bridge across the Missouri River collapsed in the storm.
   b. Two cars plunged into the river. (AND)

3. a. Members of the Touring Club added a stop in Abbotabad to their spring trip.
   b. They paid the extra fee that was necessary. (AND).

4. a. The highway patrol car stopped the speeding motorist.
   b. The officer gave the driver a ticket. (AND).

5. a. The instructions on the label told Lamia to wash the shirt in cold water.
   b. The directions said to tumble dry the shirt. (AND).

6. a. The encyclopaedia entry listed the name of the capital of Sri lanka. Colombo.
   b. It included the city's population for the year 1983. (AND).

7. a. Cary Grant wears a size 12 shoe.
   b. Bob Hope wears a size 13 shoe. (AND).

8. a. Milk is the most widely consumed food in the country.
   b. Fried chicken is the most popular meal in the country. (AND).

9. a. The ocean liner Titanic sank on April 14, 1912.
   b. The Italian liner Andrea Doria went down on July 25,1956.(AND)

10. a. John Middleton was a British giant who measured 9 feet, 3 inches.
    b. General Tom Thumb was a famous midget who only 3 feet, 4 inches tall. (AND)

B. Add all the words and punctuation necessary to build each word group into a compound sentence. Use *and* as the connecting word.

Example

Washington, D.C., is the capital of the United States.

Washington, D.C., is the capital of the United States, and Paris is the capital of France.

1. A student first learns to budget his time.

2. The soccer match began at 2:00 P.M.

3. A rainstorm suddenly happened.

4. The car with a flat tire pulled over to the side of the road.

5. Many people are giving up smoking.

C. Write five compound sentences of your own. Use one as the connecting word in all the five sentences.

Activity 2

Combine sentences a and b into a single compound sentences by using the connecting word *but*. Put a comma before *'but.'* The word but introduces the clause that states contrast or opposition. The example will help you to begin.

Example

a. *The Honda Civic is an inexpensive Japanese car.*

b. *The Maserati is an expensive Italian automobile. (BUT)*

Combined *The Honda Civic is an inexpensive Japanese car, but the Maserati is an expensive Italian automobile.*

1. a. The heavy snowfall lasted all night.
   b. The city's maintenance crew cleared the streets by noon the next day. (BUT)

2. a. The ice-cream cone looked better than the apple pie.
   b. The apple pie cost more than the cone. (BUT)

3. a. Kabir tried to budget his income to cover his expenses for a month.
   b. He ran out of money after three weeks. (BUT)

4. a. Some cities have old-fashioned bus and tram service.
   b. Other cities have installed modern subway or monorail systems. (BUT)

5. a. The Tate Gallery is in London.
   b. The Uffizzi Gallelry is in Florence.(BUT)

6. a. The weather report predicted a storm for today.
   b. There seem to be no clouds in the sky. (BUT)

7. a. Some people like to drink coffee in the morning.
   b. Other people prefer to drink tea in the early part of the day. (BUT)

8. a. Eleanor Roosevelt was a U.S. president's wife, a lecturer, an author, and a humanitarian.
   b. She never attended college. (BUT)

9. a. The helicopter was first conceived in 1904.
   b. It was not produced until 1941, thirty seven years later. (BUT)

10. a. Bonnie and Clyde's Ford V-8 is a famous car in the United States.
    b. One of the most memorable automobiles in the Middle East is the Rolls Royce, furnished with a throne in the back seat, that Winston Churchill gave to King Ibn Saud of Saudi Arabia. (BUT)

B. Add all the words and punctuation necessary to build each word group into a compound sentence. Use *but* as the connecting word.

Example

Kiran invited three people to dinner.

Kiran invited three people to dinner, but she only had enough silverware for two of them.

1. Mustafa decided to go to summer school.

2. Going on a diet seems to work for some people.

3. Fatima had locked the car when we parked to go to the movies.

4. The knocking at the door woke Lamia up.

5. This tanning oil promised to give added protection from the sun's rays.

C. Write five compound sentences of your own. Use *but* as the connecting word in all five sentences.

Activity 3

A. Combine sentences *'a'* and *'b'* into a single compound sentence by using the connecting words *'for'* or *'so.'* Put a comma before *'for'* or *'so.'* The word *'for'* introduces the clause that gives the cause or reason for something happening. The word *'so'* introduces the clause that states a result. The examples will help you to begin.

Example

a. The English language has borrowed words from many cultures.

b. It includes such Arabic words as 'almanac' and 'admiral and such Malaysian words as 'bamboo' and 'gingham'. (FOR)

Combined *The English language has borrowed words from many cultures, for it includes such Arabic words as 'almanac' 'admiral' and such Malaysian words as 'bomboo' and 'gingham'.*

Example

a. The express elevator is not operating today.

b. The elevators that stop at every floor will handle all the people. (SO)

Combined *The express elevator is not operating today, so the elevators that stop at every floor will handle all the people.*

1. a. Ghani walked along the beach at Karachi for three hours.

   b. He wanted to get a lot of exercise. (FOR)

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2. a. Rabia's car could not be driven for a week.

   b. One of the license plates had fallen off as she drove along the rough road. (FOR)

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3. a. The leaves of the Sycamore tree turned brown.

   b. Its root system had been damaged by the road builders. (FOR)

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4. a. Egypt's Aswan Dam is not the only system of water control in Africa.

   b. The Kariba is an African dam that regulates the flow of the Zambesi River. (FOR)

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5. a. Heart disease is the leading cause of death in the world.
   b. It claims over 750,000 lives each year in the United States alone [FOR]

6. a. Miguel de Cervantes was held in prison in Spain for theft of naval funds.
   b. He passed the time by beginning to write his great novel, Don Quixote. (SO)

7. a. Napoleon Bonaparte had trouble falling asleep.
   b. He learned to get along with only three or four hours of sleep each night. (SO)

8. a. Military and economic factors had blocked progress on the proposed channel tunnel between England and continental Europe.
   b. The underwater tunnel that was first suggested in 1802 took long to be completed. (SO)

9. a. Francois-Marie Arouet did not want his real name to be listed as the author of his books.
   b. He used the pen name Voltaire. (SO)

10. a. Conan Doyle knew a wise surgeon named Dr. Joseph Bell.
b. Doyle used the doctor as the mode for his fictional detective, Sherlock Holmes. (SO)

B. Add all the words and punctuation necessary to build each word group into a compound sentence. Use the word in parentheses as the connecting word.

Example

Two guitar strings were broken. (SO)

Two guitar string were broken, so Salman.
Took the instrument to the repair shop.

1. Talib waited in the barber shop for a haircut. (FOR)

2. Talib had forgotten the combination of his office safe. (FOR)

3. Yahya's car needed a tune-up. (SO)

4. The train was delayed for fifteen minutes because of a fire in one of its compartments. (SO)

5. There was a thirty minute wait for a table at the Chinese restaurant.

C. Write five compound sentences of your own. Use *'for'* as the connecting word in three of your sentences. Use *so* as the joining word in two of your sentences.

Activity 4

A. Combine sentences *'a'* and *'b'* into a single compound sentence by usin connecting words *'or' 'nor.'* Put a comma before *'or'* and *'nor.'* The wor introduces the clause that suggests another possible action. The word introduces the second of two clauses that state negative facts. The exampies will help you to begin.

Example

a. A subatomic particle springs back into shape when it crashes into an atomic nucleus.

b. It explodes. [OR]

Combined *A subatomic particle springs back into shape when it crashes into an atomic nucleus, or it explodes.*

Example

a. There were no car rental agencies in the town.
b. There was no bus service to the hotel that was five miles away. (NOR)

Combined *There were no car rental agencies in the town, nor was there bus service to the hotel that was five miles away.*

1. a. Flowers may be ordered from a florist's shop.
   b. They may be bought at one of the city's many open-air flower stands. (OR)

2. a. Rizwan knew that he could find a hotel by taking a bus from the airport to the city.
   b. He could stay at one of the airport hotels. (OR)

3. a. You could write a research paper about Mehdi Hassan, one of the most popular male singers.
   b. You could write about Munni Begum, a famous singer (OR)

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4. a. Headsets given out on the plane may be used for listening to music.
   b. They may be used to listen to the sound track of the in flight movie. [OR]

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5. a. Professional golfers play on the Islamabad club golf course in Isalambad.
   b. They play on the Gymkhana Golf course in Lahore. (OR)

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6. a. Haider shouldn't take calculus before he takes trignometry.
   b. He should not enroll in too many courses next semester. (NOR)

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7. a. Sana did not want to go to college.
   b. She did not want to go to secretarial school. (NOR)

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8. a. The travelers couldn't get off the plane when it landed in Karachi.
   b. They could not deplane during the stop at Bangkok [NOR]

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9. a. The country of Oman has never had a census taken.
   b. A population survey has not been made in Qatar. (NOR)

10. a. The ostrich is a bird that cannot fly.
    b. The penguin cannot lift itself off the ground (NOR)

B. Add all the words and punctuation necessary to build each word group into a compound sentence. Use the word in parentheses as the connecting word.

Example

You can buy the New York Times to read an influential New York newspaper. (OR)

You can buy the New York Times to read an influential New York newspaper, or you can pick up the Guardian to examine a leading London newspaper.

Example

The automobile's engine was not in good running condition. (NOR)

The automobile's engine was not in good running condition, nor was the transmission working well.

1. A person traveling by train in Europe can buy a first class ticket. (OR)

2. One can choose to eat a large breakfast. (OR)

3. Meriam can use a typewriter to write letters. (OR)

4. Lamia had forgotten her doctor's appointment. (NOR)

5. Zaher could not get a visa for England in time for his trip. (NOR)

C. Write five compound sentences of your own. Use *'or'* as the connecting word in three of your sentences. Use *'nor'* as the connecting word in two of your sentences.

Adapted.
Bander, R.G. 1980.

Parallelism

Parallelism is the writer's technique of balancing like with like- nouns with nouns, verbs with verbs, infinitives with infinitives, prepositional phrases with prepositional phrases, and so forth.

Before beginning to understand this technique, a student might ask: "Why is parallelism important to a writer?" The reason is that parallel structure helps to present ideas in the clearest way possible. Parallelism also serves as a transition, carrying a reader easily along from one idea to the next.

Since coordination always implies a relationship between or among equals (words, phrases or clauses), it invites parallel structure. Writers strive for parallel structure because it creates a physical and intellectual impression of order and authority. In a word parallels are persuasive.

Almost any kind of sentence part can appear in a parallel form:

Examples

Single words:

London, Tehran and *Ankara* are my favourite travel destinations. (nouns)

Her friend is *witty, intelligent* and *sensible.* (adjectives)

Insaram *bowls, bats* and *fields.* (verbs)

The horse jumped *quickly, surely* and *gracefully* over the fence. (adverbs)

We spent the day *swimming, reading* and *sleeping.* (participles)

Phrases

They searched for the books *in the living room, in the bedroom* and *in the kitchen.* (prepositional phrases)

To finish college and *to get a good job* are my ambitions (infinitive phrases)

Filling out the visa form and *signing it* were the last steps (general phrases)

Clauses

They are looking for a house *that has four bedrooms* and *that overlooks the park* (adjective clauses

If you leave a note or *if you telephone,* he will get your message. (adverb clause)

Parts of a sentence should be written in the same grammatical form (1) when they are listed in a series, and (2) when they are joined by a pair of correlative conjunctions, such as *"not only ----- but also"* and *"either ---- or."*

Parallelism listed in a series: They had their choice of *watching* television, *going* shopping, or *eating* out.

Parallel structures break down when elements that are alike in idea are not kept alike in structure. Below are typical examples of faulty parallelism, with revision to make the elements same:

Faulty	Revised
She likes *to knit* sew and *crocheting.*	She likes *to knit, to sew* and *to crochet.*
The doctor suggested plenty of *food, rest,* and *exercising.*	The doctor suggested plenty of *food, rest* and *exercise.*
Come to class prepared *to take notes* and *with some questions* to ask.	Come to class prepared *to take notes* and *to ask some questions.*
He is good not only *at hockey,* but *plays basketball* well too.	He is good not only *at hockey,* but also *at basketball.*
The award was for a combination of *scholarship, someone who was a good leader, and ability in athletics*	The award was for a combination *of scholarship, leadership,* and *athletic ability.*
Asad forgot *that the bill was due* on Monday and *the company would close his account* if it wasn't paid,	Asad forgot *that his bill was due* on Monday and *that the company* would close his *account* if it wasn't paid.

Faulty parallelism can be corrected in more than one way:

Faulty	Revised
To drive well and *staying* within the speed limits are necessary in today's traffic	*To drive* well and *to stay* within speed limits are necessary in todays traffic (both infinitive phrases). or *Driving* well and *staying* within speed limits are necessary in todays' traffic.

Parallelism can also help a writer to build ideas to a climax. (Sentences and paragraphs are strongest when they are written in this way). Use words, phrases, clauses, or whole sentences to build to climax.

Example

words:	*Noor values a friend that is* ***sweet, kind,*** *and* ***loving***
Phrases:	*We drove first* ***to the lake,*** *then* ***to the river,*** *and finally* ***to the ocean.***
clauses:	*She had the same feeling* ***when she graduated form school, when she graduated from college*** *and* ***when she graduated form the university.***

Sentences: *Never had Bilal seen such chaos as during the earthquake. Windows of storefronts were shattering. Streets were splitting open. Bricks and boulders were crashing down from tall buildings on the people below.*

Punctuation

Parallel structures are separated by commas, with a coordinator linking the last two items. Striking affects can be achieved by varying the pattern. For instance, a coordinator can be placed next to each item in the series.

Example *It was a hot day and the sky was very bright and blue and the road was white and dusty.*

When a coordinator is placed next to each item in the series the construction of the sentence is slowed down as in the above example. On the other hand, by deleting all coordinators and linking the items with commas only, you can create an opposite effect

Example

I came, I saw, I conquered.

The strategy compresses the information and speeds up the action. It can create a sense of pressing urgency as in the above famous pronouncement of the Julius Caesar.

When you create a parallel structure, you can sometimes leave out separated words:

Example

Now the scene was golden, the air was keen blue and the desert was a riot of sandy, hot space.

The sentence without a repetition of the linking word *was* would be as follows:

Now the scene was golden, the air keen blue and the desert a riot of sandy, hot space.

By adding or deleting connective words you can speed up or slow down the pace of your writing.

Adapted
Bander, R.G. 1980.

Activity 5

Write the parallel parts that appear in each sentence on the line under the sentence.

Example

I told her about the woman who asked for directions and who gave us a candy bar.

Who asked for directions
Who gave us a candy bar

1. Camila spends most of her time reading and cooking.

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2. Jalal needs to explore his goals and to decide about his future.

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3. My paycheck shows deductions for income tax, zakat and Social Security.

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4. We went through the front door and up the stairs to reach Mr. Moghul's office.

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5. His favorite hobbies are to build model airplanes and to collect stamps.

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___

6. Tahira wants to learn how to write a check and how to deposit money in the bank.

7. The travel agent asked us when we planned to leave and what stops we would like to make.

8. To play chess and to play backgammon are two of my favourite recreations.

9. Many cities provide bicyclists with both bicycle loans and bicycle tracks.

10. You can shop for a car in the classified pages of a newspaper, in a 'used-car lot', or in a new-car showroom.

Activity: 6

Revise these sentences to make the elements in them parallel.

Example

Knowing how to study and to learn to budget time are important for college students.

Knowing how to study and learning how to budget time are important for college students.

1. Leonardo da Vinci was known both as an inventor and painting pictures

2. Aslam has been a waiter, a tour guide, and taught school.

3. To swim in a pool is not as much fun as swimming in a river.

4. Dentists advise brushing your teeth after every meal and to avoid sugar in your diet.

5. My orders said that I was assigned to Sialkot and I should leave within two week.

6. We asked the store manager to show us a gift that was inexpensive, useful, and looked nice.

7. The hotel clerk knew that we had paid our bill and we had our receipt.

8. My uncle spoke with warmth and in a humorous way.

9. Our instructor suggested several books for supplementary reading and that we should do research on the subject.

10. Several people were caught in the hailstorm but not being seriously hurt.

Activity 7

Add one parallel element to each pair of words or phrases to form a series. Then write a sentence that includes the series.

Example

scrambled eggs/toast
scrambled eggs/toast/coffee
I like scrambled eggs, toast, and coffee for breakfast.

1. hunts/fishes

2. greedy/selfish

3. neatly/prettily

4. in the morning/in the afternoon

5. sew/cook

6. to travel/to photograph

7. building a campfire/cleaning the fish (Use as participial phrases.)

8. reading from a menu/ordering the right meal (Use as gerund phrases)

9. who took our photograph/who gave us a balloon

10. if your arrive on time/if you will be late

Activity 8

Add parallel elements after each of these pairs of correlative conjunctions. Then write them out in complete sentences.

Example

either/or
I want to go either hiking or horseback riding.

1. either/or

2. either/or

3. neither/nor

4. neither/nor

5. not only/but also

6. not only/but also

7. if/then

8. if/then

9. both/and

10. both/and

Activity 9

Correct the faulty parallelism in these sentences by rewriting the sentences correctly. Underline the corrected parallel part.

Example

He enjoys walking, jogging, and to ride a bicycle.

He enjoys walking, jogging, and riding a bicycle.

1. When father came home with his boss and finds the house a mess, he was angry.

2. Hajra knew that patience, calmness, and if she was affectionate would quiet the child down.

3. Soon Sana stopped worrying and she was developing a brighter outlook on life.

4. Khadijah had to learn not only how to find a job but also keeping a job.

5. After the automobile crash. Iram lay in the back seat, in a state of pain and being shocked.

6. They hiked for two days and during two nights until they reached the mountain top.

7. We seated ourselves in the airplane, not in the first-class compartment but where tourist passengers sit.

8. The dean is a man of intelligence, humour , and one who is wise.

9. They gave Sahar the award for the best essay, honouring her and which made her feel proud.

10. Bilal was nervous and feeling annoyance because he had lost his keys.

Adapted
Bander, R.G. 1980

Coordinating Connectives: Combinations

Activity 10

Combine each set of sentences below into one or more sentences that contain coordinating connectives and parallel structures.

Example:

It was dark.
It was cloudy outside.
No one had lit the oil lamps.

It was dark, for it was cloudy outside,
and no one had lit the oil lamps.

1. The Big Bang may be the beginning of the universe.
It may be a discontinuity in which information about the earlier history of the universe was destroyed.

2. I think democracy a most precious thing.
I think so not because any democratic state is perfect.
I think so because it is perfectible .

3. All the other farmers had to contribute to these benefits by paying the processing taxes.
A dairyman paid a tax on cotton, wheat, hogs, and corn.

4. I felt like shouting.
I felt like running.
Shouting was useless.
There was no place to run.

5. It will not mean the end of nations.
It will mean the true beginning of nations.

6. Magic in the sense of something "inciting wonder" is also here to stay.
If it is not, man will have been vastly diminished by its loss.

7. But Paris was a very old city.
We were young.
Nothing was simple there.
Not even poverty was simple.
Sudden money was not simple.
The moonlight was not simple.
Right and wrong were not simple.
The breathing of someone was not simple.

8. There was not time to consider moral issues.
There was not time to consider ethical issues.
There was not desire to consider moral issues.
There was not desire to consider ethical issues.

9. He had a violent temper.
He kept a hatchet at his bedside for burglars.

He would knock a man down instead of going to the law.
Once I saw him hunt a party of men.
He hunted them with a horsewhip.

10. They stood for democracy.
They did not stand for it from any reasoned conclusion about the proper ordering of human society.
They stood for it simply because they had grown up in the middle of democracy.
They knew how it worked.

Activity 11

Combine the sentences below into a paragraph that contains several coordinating connectives.

1. I sat down in a chair.
2. I pretended to read a book.
3. I kept watching Peter.
4. I watched him out of the corner of my eye.
5. He was a torn man.
6. First he looked at the coat.
7. He had the expression of a vagabond.
8. The vagabond was at a bakery window.
9. He turned away.
10. He set his jaw.
11. The setting was resolute.
12. He looked back at the coat.
13. He had even more longing in his face.
14. He turned away.
15. He had not so much resolution this time.
16. Back and forth his head moved.
17. Desire waxed.
18. Resolution waned.
19. I finally he didn't turn away at all.
20. He just stood there.
21. He stared at the coat.
22. He stared with mad lust.

Writing Suggestion

The exercise above describes a man caught in a quandary, a perplexing state of uncertainty, wherein he vacillates between desire and resolution. Write a paragraph describing someone (perhaps yourself) caught in a similar predicament between two alternatives. Which force won out in the end?

Activity 12

Combine the sentences below into a paragraph that contains several coordinating connectives.

1. Drug use is no different from any other form of human behaviour.
2. A great variety of distinct motives can cooperate to produce it.
3. The particular weight of each of these motives differs.

4. The way they are combined differs.
5. This is in each individual.
6. Drug use is affected by motives and forces.
7. The motives and forces are within the individual.
8. Drug use is affected by what is happening outside of him.
9. It is happening in his interpersonal environment.
10. It is happening in the wider social and political world.
11. Any effort to delineate "types" of motivations is bound to be an oversimplification.
12. The motivations enter into drug use.
13. For example, there are many individuals.
14. They share common characteristics with drug users.
15. They do not use drugs.
16. Drugs are not available to them.
17. There are individuals.
18. They have little in common with other drug users.
19. They use drugs.

Writing Suggestion

On the basis of your own reading and observation, write a paragraph supporting or refuting the argument made in the exercise above. Use specific examples to prove your case--and coordinating connectives to clinch it.

Coordinating Connectives: Creations

Activity 13

Create at least one kind of coordination in each sentence or pair of sentences below. while most of the exercises ask you to use coordinators that perform specific functions, some leave you free to use any coordinating connectives that seem appropriate.

Example

A. *Some people said I was a federal agent*____________________
(alternative)

____
(cause and result)

____

__________ *[signaled formate]*
(cause)

B. *The press must be free.* *[open formate]*

A. *Some people said I was a federal agent or a fool,*

for

no reasonable man, they said, returns to such a place by choice.

B. *The press must be free* ***not*** *merely 'to express opinion'* ***but also*** *to 'obtain information.'*

1. We are told that the enormous and expanding use of pesticides is necessary to maintain farm production.

____
(contrast)

____
(contrast)

2. I must have been a chronically suspicious small boy.

3. Jack lifted his head _______________
(addition)

____
(time)

he raised his spear _______________
(addition)

4. Possibly a war can be fought for democracy.

5. The young movie actress was _______________
(alternatives use correlative construction)

____

6. I was an observer and a scientist.

____
(contrast--use conjunctive adverb)

____
(contrast)

7. The environment was empty.

8. I would have to win a scholarship.

It is thought to be an unnecessary cruelty to deny the patient the most successful treatment for his condition.

____
(cause and result--use conjunctive adverb)

____
(result)

Coordinating Connectives

Activity 14

Combine each set of sentences below into one or more sentences. See if you can use coordinating connectives as you do each exercise, but feel free to try out other constructions as well. Naturally, each problem invites more than one "correct" answer. Therefore, you must create original sentences that strike you as both correct and stylish.

Example:

They have only their labour to sell.
There are very few buyers of their labour.
They have only the choice.
They can truckle to the powerful.
They can perish.
They will perish heroically.
They will perish miserably.

Combinations *Since there are very few buyers of their labor, which is the only thing they have to sell, they have only one choice: either they can truckle to the powerful or they can perish--heroically yet miserably.*

or

They have only their labor to sell, and there are very few buyers of their labor. Therefore, they have only the choice of truckling to the powerful or of perishing heroically but miserably.

1. This was last year.
Organized crime was directly responsible for more than one hundred murders.
Mafiosi participated indirectly in several hundred more.
The *mafiosi* lent the killers carfare.
The *mafiosi* held their coats.

2. This is in short.
Game theory is concerned with rules.
It is concerned with rules only to the extent that the rules help define the choice situation.
It is concerned with rules only to the extent that the rules help define the outcomes.
The outcomes are associated with the choices.
The rules of games play no other part in game theory.

3. The burden of being sued inhibits free expression.
The burden is financial.
The burden is the judgment.
One might have to pay the judgment.
The burden is the cost of the defense.
The Supreme Court rewrote the law of libel.

4. A light falls from the window.
The light is pale.
The light is gray.
The window is above us.
We sit in the dimness.
We are like wood lice.
The lice are under a rock.

5. This is in the simplicity.
The simplicity is sheltered.
It is the simplicity of the first few days after a baby is born.
One sees again the circle.
The circle is magical.
The circle is closed.
One sees again the sense of two people.
The sense is miraculous.
The people are existing only for each other.
One sees again the sky.
The sky is tranquil.

> Punctuation: You put a comma before the word that connects the independent clauses of a compound sentence.

Source
Stull, W. L. 1983

COMPLEX SENTENCES

Complex Sentences

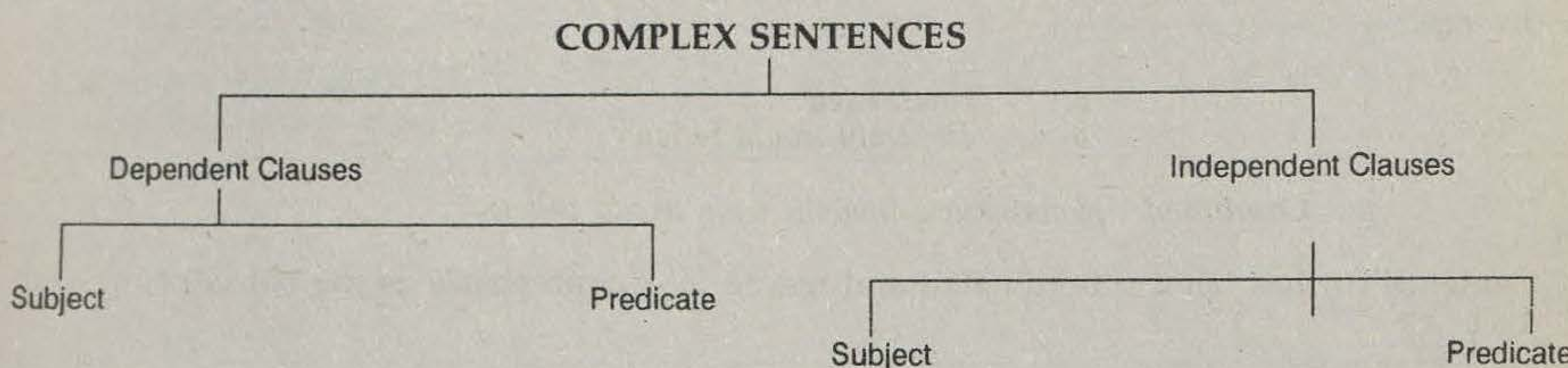
The connections in a compound sentence are relatively loose. By combining the five sentences in a different way, we can create a much tighter statement.

Example *As Night, who was very determined, came limping up the walk, her glasses were like little pools because they were shining beneath the falling raindrops.*

Here the five simple sentences have been combined into one complex sentence. A complex structure has one independent clause and one or more dependent clauses. A clause is called dependent when it cannot stand by itself. Which of the following four clauses is the independent clause and which is the dependent?

1. As Nighat came limping up the walk.....
2. ..... who was very determined.......
3. Her glasses were like little pools......
4. ... because they were shining beneath the falling raindrops.

When the clauses are separated in this way it is easy to tell that only the third can stand alone. The rest are said to be dependent on the third clause. The words *as, who* and *because* indicate this dependence. The independent clause on such a construction is called the base clause of the sentence because it supports the other clauses. Dependent clauses, like independent clauses, have subjects and predicates.



COMPLEX SENTENCES			
Dependent Clauses		Independent Clauses	
Subject	Predicate	Subject	Predicate
1. As Nighat	came limping up the walk		
2. Who	was very determined		
3.		Her glasses	were like little pools
4. because they	were shining beneath the falling raindrops		

The dependent clauses 1 and 4 are both preceded by a subordinator - *as* and *because* respectively. Each of these words establishes a close relationship between the clause it precedes and the base clause. The subordinator establishes such a close relationship that the subordinate clause depends on the base and cannot stand without it. On the other hand in the second dependent clause the word who stands in for the subject, *Nighat*. Words like *who, that,* and *which* are called relatives, since they are closely related to other words in the sentence and, therefore, depend upon them. A relative like *who* eliminates needless repetition of *Nighat*, but it also makes the relative clause it introduces dependent hence unable to stand alone. Because a complex sentence contains at least one dependent clause linked to an independent clause, it gives an impression of close logical coherence.

Combining Sentences With Dependent Subordinate Clauses

Dependant clauses contain subjects and predicates with full verbs. These clauses function as adverbs, nouns and adjectives.

Sometimes a less important idea than another idea in the same sentence has to be expressed. This is done by putting the less important idea in a dependent adverb, noun, or adjective clause.

Example

a. *Insaram left the office.*
b. *He made a phone call.*

Combined *Before Insaran left the office, he made a phone call.*

Sentence "(a)" has been subordinated and placed in an adverb clause indicating time.

Example

a. *Farah knew.*
b. *The train would be late.*

Combined *Farah knew that the train would be late.*

Sentence (b) has been subordinated and placed in a noun clause as the object of the verb *knew* .

Example

a. *Three swimmers were selected for the Olympics.*
b. *They practised daily for more than a year.*

Combined *Three swimmers who practised daily for more than a year were selected for the Olympics.*

Sentence (b) has been subordinated and placed in an adjective clause.

Adverb Clause

An adverb clause modifies the verb of a sentence tells us more about the verb,

Example

he walked lazily

The adverb *lazily* tells us how he walked. Similarly an adverb clause also modifies the verb of a sentence it gives readers many different kinds of information regarding time, place, manner, cause, purpose, condition, concession, comparison, and result.

An adverb clause can be recognised by

- how it is used in the sentence
- and by the signal word that begins the clause.

Some of the signal words that begin an adverb clause are *because, since, although, while, until, before, during, after, and if.*

Adverbial clauses are introduced by subordinate conjunctions and must be attached to the rest of the sentence. Below are some most commonly used introductory subordinate conjunctions.

Conjunction **Meaning**

Because, since, as	are used to convey	Cause/ reason
Although, though, even though, while, whereas, but	are used to convey	Contrast
if, unless {= if not} whether (for two choices), even if	are used to convey	Condition
After, when, until, since, while, during, before	are used to convey	time

Like adverbs, adverbial clauses may appear in initial position (at the beginning of the sentence), in final position (at the end of the sentence), or less commonly, in mid position (between the subject and the verb of the sentence).

Type of adverbial	Introduced by	Example
Reason	*because* *Since*	The apartments will not be ready before June *because* construction had slowed down. We gave up swimming *since* the pool was closed for repair

Type of adverbial	Introduced by	Example
Time	*when*	A military band began to play *when* the marriage party arrived.
	while	Passengers waited in the station *while* the train compartments were being cleaned.
	until	*Until* we arrived at the cinema we weren't sure that we would be on time.
	before	People should think *before* they speak.
	during	*During* the fireworks display the house was robbed.
	after	*After* the match ended, spectators rushed to the field.
Condition	*if*	The tutor told the boy that he will pass the course *if* he has the required attendance.
Concession or contrast	*although*	We enjoyed ourselves *although* the weather was bad.
Place	*where*	I left the book *where* I found it.
Purpose	*to* infinitive	He left early *to* catch the last train.
	finite verb. *so that*	They advertised the show *so that* everyone should know about it.
Manner or comparison	*like*	She cooks food *like* my mother
	as	She cooks food *as* my mother did.

An adverb clause can be placed at the beginning, in the middle, or at the end of a sentence.

> PUNCTUATION: If a clause begins a sentence, it is usually followed by a comma. If the clause appears in the middle of a sentence it is set off on both sides by commas. However, you don't put a comma before an adverb clause that falls at the end of a sentence --

Activity 15

A. Combine sentences "a" and "b" into a single sentence that contains an adverb clause beginning with "because" or since. These two words introduce a clause that tells the "cause" of a certain action. Be sure to use the correct punctuation.

Example *a.* *Mexico shares a wide border with the United States. (BECAUSE)*
b. *It is the leading source of immigrants to North America.*

Combined *Because Mexico shares a wide border with the United States, it is the leading source of immigrants to North Amerca.*

Example *a.* *We gave up roller-skating for the summer.*
b. *The roller-skating rink had been closed for remodelling. (SINCE)*

Combined *We gave up roller skating for the summer since the roller-skating rink had been closed for remodelling.*

1. a. Water can be artificially frozen and temperature can be controlled. (BECAUSE)
   b. It is possible to ice-skate even in the summer.

___

___

___

2. a. The hotel staff needed time to prepare the rooms for the next guests. (BECAUSE)
   b. Check-out time was set at 1:00 P.M.

___

___

___

3. a. It looked like an exciting sport. (BECAUSE)
   b. Asad learned to skate.

___

___

___

4. a. Cassette tapes are easier to use and to store. (SINCE)
   b. They have become more successful than 8-track tapes.

5. a. Radio is an inexpensive source of music and news. (SINCE)
   b. It has shown a rising popularity in the 1980s.

6. a. The department store was filled with customers.
   b. The store had begun its annual August sale of summer clothes. (BECAUSE)

7. a. The lights strung outside the restaurant on the square were turned on.
   b. It was beginning to get dark. (BECAUSE)

8. a. The central telephone office was open all night during the summer.
   b. Many tourists needed to make international calls late at night. (BECAUSE)

9. a. The hotel offered a special weekend rate including all meals, for two guests.
   b. Business had fallen off in recent months. (SINCE)

10. a. Automobiles and pedestrians were blocked from entering the street.
    b. A fire had broken out in one of the buildings. (SINCE)

B. Add the word in parentheses to each sentence to make it into a dependent adverb clause. Then write an independent clause to complete the sentence. Remember to put a comma after the adverb clause if you use it at the beginning of a sentence.

Example

The night is cold. (BECAUSE)

Because the night is cold, Salman wants to build a fire in the fireplace.

1. The semester has ended. (BECAUSE)

2. The stairs are slippery. (BECAUSE)

3. The music was too loud. (BECAUSE)

4. The carving knife was broken. (SINCE)

5. The train was crowded. (SINCE)

C. Write five complete sentences of your own that contain adverb clauses beginning with the word *because* or *since*. Place some clauses at the beginning of your sentences. Place other clauses at the end of your sentences.

Activity 16

Combine sentences (a) and (b) into a single sentence that contains an adverb clause beginning with *while* or *until*. These words introduce the clause that gives the idea of time.

Example

a. *The passengers waited in the station.*

b. *The train compartments were being cleaned. (WHILE)*

Combined *The passengers waited in the station while the train compartments were being cleaned.*

Example

a. *We arrived at the stadium. (UNTIL)*

b. *We weren't sure that we would be on time for the opening of the track meet.*

Combined *Until we arrived at the stadium, we weren't sure that we would be on time for the opening of the track meet.*

1. a. President Abraham Lincoln was attending a play in Washington, D.C. (WHILE)
   b. He was assassinated by John Wilkes Booth.

2. a. Sana was cleaning the room (WHILE)
   b. She was listening to music on the radio.

3. a. Daylight saving time goes into effect soon. (UNTIL)
   b. It will continue to become dark at about 6:00 P.M.

4. a. The space shuttle Columbia touched down in California. (UNTIL)
   b. The ground station had no way of knowing if the space mission had been a total success.

____

____

____

5. a. The causeway between Saudi Arabia and the island sheikdom of Bahrain is built. (UNTIL)
   b. Travelers can reach Bahrain only by plane or by boat.

____

____

____

6. a. Asad was eating a four-course meal in the dining car.
   b. The train passed through a long tunnel. (WHILE)

____

____

____

7. a. Saleh took two rolls of photographs.
   b. He was visiting the cattle market at his village. (WHILE)

____

____

____

8. a. All the outdoor athletic events were postponed.
   b. The heavy rainstorm was over. (UNTIL)

____

____

____

9. a. Hot food could not be served on the planes.
   b. The strike of the airline food service company was settled. (UNTIL)

____

____

____

10. a. Kiran waited.
    b. It was time to telephone the Principal's office. (UNTIL)

____

____

____

B. Add the word in parentheses to each sentence to make it into an adverb clause. then write an independent clause to complete the sentence. Remember to put a comma after the adverb clause if you use it at the beginning of a sentence. You may put the adverb clause at the beginning or at the end of a sentence.

Example

No latecomers were allowed to enter the theatre (WHILE)

No latecomers were allowed to enter the theatre while the first scene was being performed.

1. The water in the kettle was boiling. (WHILE)

____

____

____

2. The house is being painted. (WHILE)

____

____

____

3. The sun sets. (UNTIL)

____

____

____

4. His sunburn was healed. (UNTIL)

____

____

____

5. The party ends. (UNTIL)

____

____

____

C. Write five sentences of your own that contain adverb clauses beginning with the words *while* or *until.* Put some clauses at the beginning of your sentences. Put other clauses at the end of your sentences.

Activity 17

A. Combine sentences (a) and (b) into a single sentence that contains an adverb clause beginning with *before, during, after,* or *if.* The words *before,* during and after introduce the clause that gives the idea of time. The word *if* introduces the clause that gives the idea of possibility.

Example *a.* *Some people need to think.*
b. *They speak. (BEFORE)*

Combined *Some people need to think before they speak.*

Example *a.* *That giant fireworks display we enjoy every Fourteenth of August, (DURING)*
b. *Most townspeople are present.*

Combined *During that giant fireworks display we enjoy every Fourteenth of August, most townspeople are present.*

Example *a.* *The game ended. (AFTER)*
b. *The spectators rushed onto the playing field.*

Combined *After the game ended, the spectators rushed onto the playing field.*

Example *a.* *The instructor told the student that he would pass the course.*
b. *He made a passing grade on the examination. (IF)*

Combined *The instructor told the student that he would pass the course if he made a passing grade on the examination.*

1. a. The Panama Canal was finished. (BEFORE)
b. Over 200 million tons of dirt and rock were dug up.

____

____

____

2. a. The first night they spent in the city. (DURING)
   b. The loud street noise kept them awake until just before dawn.

____

____

____

3. a. That time the scoreboard broke down. (DURING)
   b. The football game was being played between the city college and the University.

____

____

____

4. a. The Western world pulls out of the general economic recession. (IF)
   b. Both the travel and restaurant business are expected to show signs of growth.

____

____

____

5. a. The French playwright Beaumarchais had not written the *Marriage of Figaro.* (IF)
   b. Many historians think that the French Revolution of 1789 would not have happened as soon as it did.

____

____

____

6. a. It will not be long.
   b. Mexico City becomes the world's most densely populated urban area. (BEFORE)

____

____

____

7. a. Everyone went to Rizwan's house to have hot tea and biscuits.
   b. The parade was over. (AFTER)

____

8. a. The married couple came to an agreement about budgeting.
   b. They had their first quarrel about money (AFTER)

9. a. Muhammad expects to win the office of student body president.
   b. Most of the students vote in the election. (IF)

10. a. Many nations are wondering.
    b. They can create enough alternative energy sources to meet their needs when the world's oil supply has run low. (IF)

B. Add the word in parentheses to the phrase or sentence to make it into an adverb clause. Then write an independent clause to complete the sentence. Remember to put a comma after the adverb clause if you use it at the beginning of a sentence.

Example

The dentist's bill had been paid. (IF)

Hannah tried to remember if the dentist's bill had been paid.

1. The movie begins. (BEFORE)

2. The trip that they took to China (DURING)

3. The television programme is over. (AFTER)

4. A person is popular. (IF)

5. A city's streets are kept clean. (IF)

C. Write five sentences of your own that contain adverb clauses beginning with *before, during, after,* or *if.* Place some clauses at the beginning of your sentences and others at the end of your sentences.

Activity 18

A. Combine sentences (a) and (b) into a single sentence that contains an adverb clause beginning with *although*. This word introduces the clause that gives the idea of concession.

Example

a. *The board meeting was called for 2:00 P.M. (ALTHOUGH)*

b. *Only three of the six directors appeared.*

Combined *Although the board meeting was called for 2:00 P.M., only three of the six directors* appeared.

a. Tahir knew that he needed the afternoon to finish his physics homework. (ALTHOUGH)
b. He wanted to go to the baseball game.

2. a. Mrs. Shah wanted to take the guests out to dinner. (ALTHOUGH)
   b. Mr. Shah wanted to entertain them at home.

3. a. A telex can be expensive to send if a message is very long. (ALTHOUGH)
   b. It is one of the quickest forms of written communication.

4. a. Hamoud had recovered from most of the effects of the flu. (ALTHOUGH)
   b. He still coughed occasionally.

5. a. The water looked clear and seemed safe to drink. (ALTHOUGH)
   b. The tour guide decided not to take a chance with it.

6. a. Industrial robots are beginning to be used widely in automobile manufacturing for welding, engine assembly, and painting.
   b. Their potential has not yet been fully realized. (ALTHOUGH)

7. a. The popularity of video and computer games has made their developers wealthy.
   b. Many of the developers are still in their teens or early twenties. (ALTHOUGH).

8. a. The Galapagos cormorant bird is entirely fightless.
   b. All other species of cormorant can fly. (ALTHOUGH)

9. a. Beach parachuting is a popular sport in Mexico.
   b. It takes a lot of skill to land at a safe place on the sand. (ALTHOUGH)

10. a. Japan is making great progress in producing semiconductor chips that store information.
    b. The United States leads in the production of microprocessor chips that perform logical functions. (ALTHOUGH)

B. Add *although* to each sentence to make it into an adverb clause. Then write an independent clause to complete the sentence. Remember to put a comma after the adverb clause if you use it at the beginning of a sentence.

Example

The leaves of the plant are turning brown.

Although the leaves of the plant are turning brown, the plant may be saved if you transplant it soon.

1. The grocery store closes at 9:00 P.M.

____

____

____

2. The refrigerator is small.

____

____

____

3. The waiter expects a tip.

____

____

____

4. An automobile often develops problems after being driven for 30,000 miles.

____

____

____

5. The water in the swimming pool is cool.

____

____

____

C Write five complete sentences of your own that contain adverb clauses beginning with the word *although*. Put some clauses at the beginning of your sentences. Put other clauses at the end of your sentences.

Activity 19

Choose two words from each group. For each of the twelve words you choose, write a sentence that contains the word, a main clause, and a subordinate clause. Write on a separate sheet of paper.

Time adverbs	**Place adverbs**	**Cause adverbs**
before	where	because
after	wherever	since

when		as
whenever		as if
while		as though
until		as long as
since		whereas

Purpose adverbs	**Concession adverbs**	**Relative pronouns**
that	although	who
so	though	which
so that	even though	that
in order that	unless	
	if	
	than	
	provided that	

Examples

before
Before I go shopping, I make out a shopping list.

as if
She looks as if someone has told her a secret.

NOUN CLAUSE

Combining Sentences With Noun Clauses

Noun is a naming word and is a subject and/or object in a sentence
Noun clauses have the same grammatical role they are used as subjects of sentences, direct objects, objects, of prepositions, or predicate substantives (the noun clause repeats the idea of the subject clause in different words. It can take the place of the subject that is why it is a predicate substantive)

Example

That they would get the supplies was Jarrar's hope.

The noun clause is the subject of the verbs *was*.

Example

We realised that the oxygen supply had finished.

The noun clause used as a direct object of the verb *realised*.

Example

Food supplies were given to whoever needed them.

The noun clause is the object of the preposition *to*.

Example

What he meant was that we would be delayed by an hour.

The noun clause can take the place of the subject so it is a predicate substantive.

In order to identify a noun clause you need to see how it is used in a sentence. Sometimes the signal words used to introduce a noun clause are the same as used for an adverb clause. For example. *Where when* and *why*.

Example

Noor told us when she would arrive at the airport.

The clause is the direct object of the verb *told* so it is used as a noun.

Example

This is where he lives.

The noun clause is the complement of the verb.

Example

Why she behaved rudely is a matter of concern.

Here the noun clause is the subject of the verb *is*

Noun Clause derived from	Introductory Conjunction	Function of Clause	Examples
a statement: **coffee grows in Brazil**	that	subject	That **coffee grows in Brazil** is well known to all.
		Subject after it-subjective complement	It is well known that **coffee grows in Brazil.** (less formal)
		object of verb	My understanding is that **coffee grows in Brazil.** I know that **coffee grows in Brazil.**
		Appositive	His belief that **coffee grows in Brazil** is correct

1. Appositive: is a noun phrase that is used to describe or identify another noun or noun phrase, or a pronoun.

Noun Clause derived from	Introductory Conjunction	Function of Clause	Examples
a question expecting a 'yes' or a 'no' answer: **Will he get the money?**	whether (or not) if	subject	Whether (or not) **he gets the money** does not concern me.
		subjective complement	The question is whether **he will get the money.**
		object of verb	Do you know whether (or if) **he will get the money?**
		object of preposition	we were concerned about whether **he would get the money.**

Noun Clause derived From	Introductory Conjunction	Function of Clause	Examples
Interrogative word question: **How will he get the money?**	who, whoever, what, which, when, where, why, how	subject	How **he gets the money** is his own affair.
		subjective compliment	The question is how **he will get the money.**
		object of verb	I don't know how **he will get the money.**
		object of preposition	We were concerned about how **he would get the money.**
a request: **write the letter soon.**	that	object of verb	He suggested that I **write the letter soon.**
an exclamation: **what a pretty girl she is!**	what how	object of verb	I hadn't realised **what a pretty girl she was.**
		object of preposition	We talked about **what a pretty girl she was.**

Adapted
Frank, M. 1990.

Activity 20

Combine sentences (a) and (b) into a single sentence that has a noun clause as its subject. Omit words that are italicized. The example will help you to begin.

Example

a. *The brush fire would burn itself out.* (*THAT*)

b. *This was the forest ranger's hope.*

Combined *That the brush fire would burn itself out was the forest ranger's hope.*

1. a. He would meet many new friends when he traveled to the United States. (THAT)
   b. *This* was Hugo's desire.

2. a. The grocery store would stay open until she finished shopping (THAT)
   b. *This* was Anita's wish.

3. a. White-water rafting would be part of his vacation next summer. (THAT)
   b. *This* was Asad's plan.

4. a. The money she had saved would last her through the six-week tour of China. (that)
   b. *This* was Ghazala's goal.

5. a. Cutting a wide firebreak through the trees would prevent the forest fire from spreading. (THAT)
   b. *This* was the fire chief's plan.

6. a. Something might happen when New Guinea was granted its independence. (WHAT)
   b. *This* was Australia's concern.

7. a. The weather may be like tomorrow (WHAT)
   b. *It* is anybody's guess.

8. a. The time the basketball game will begin (WHAT)
   b. *This* has not yet been decided.

9. a. The car broke down. (WHY)
   b. *This* was never explained.

10. a. The Wild Animal Park was located (WHERE)
    b. *This* was explained to Mark by the gas station attendant.

B. Add the word in parentheses to each sentence to make it into a noun clause. Then write a complete sentence, using the noun clause as its subject. No comma is needed between a noun clause and the rest of a sentence.

Example

The common cold is everyone's problem. (THAT)

That the common cold is everyone's problem was agreed to by all of the participants at the medical seminar.

1. The evening news broadcast was interrupted.(WHY)

2. A sharp earth tremor was felt in Quetta. (THAT)

3. The instructor wrote on the board. (WHAT)

4. The restaurant had a Rs 10 cover charge. (WHY)

5. An automobile could be rented. (WHERE)

C. Write five complete sentences of your own that contain noun clauses used as subjects of the sentences.

Activity 21

Combine sentences (a) and (b) into a single sentence that has a noun clause as a direct object. The example will help you to begin.

Example

a. The pilot asked the control tower.

b. He was not being given a clearance to land. (WHY)

Combined *The pilot asked the control tower why he was not being given a clearance to land.*

1. a. Jalal told me.
   b. The results of the biology test would be announced on Tuesday. (THAT)

2. a. Shehr Bano thought.
   b. She should save her money to buy a videocassette. (THAT)

3. a. Mustafa decided.
   b. He might try lifting weights to increase the size of his arms. (THAT)

4. a. Lamia asked the dean.
   b. She could be permitted to take the English course on a pass or fail basis. (IF)

5. a. The taxi driver explained.
   b. The fare for picking up passengers at the railway station is Rs 50. (THAT)

6. a. Hanif asked the travel agent.
   b. He could find the best beaches for snorkeling and scuba diving. (WHERE)

7 a. Sarah did not remember.
b. The name of the medicine was (WHAT)

______

______

______

8. a. The repair shop manager said.
b. It would take five days to repair the typewriter. (THAT)

______

______

______

9. a. The tour guide requested.
b. The group members refrain from taking photographs at the airport. (THAT)

______

______

______

10. a. The boutique clerk said.
b. The new shipment of shirts from Karachi had not arrived yet. (THAT)

______

______

______

B. Add the word in parentheses to the end of each sentence. Then complete the sentence with a noun clause used as a direct object. No comma is needed.

Example

The dictionary told Hannah. (WHAT)

The dictionary told Hannah what the elevation of Mt. Kilimanjaro was.

1. The shoe salesman hoped. (THAT)

______

______

______

2. The librarian expected. (THAT)

____

____

____

3. The sign by the side of the road explained. (WHAT)

____

____

____

4. The police officer asked. (WHY)

____

____

____

5. The atlas showed.(WHERE)

____

____

____

C. Write five complete sentences of your own that contain noun clauses used as direct objects of the verbs.

Activity 22

A. Combine sentences (a) and (b) into a single sentence that contains a noun clause. In sentences 1 through 5, use the noun clause as the object of a preposition. In sentences 6 through 10, use the noun clause as a predicate substantive. Omit words that are italicized. The examples will help you to begin.

Example

a. You can buy an airline ticket.
b. Planes fly wherever you want to go. (FOR)

Combined *You can buy an airline ticket for wherever you want to go. [The noun clause is object of the preposition "for".]*

Example

a. What the calendar showed was "interesting".
b. There were twenty-nine days in February because of leap year. (THAT)

Combined *What the calendar showed was that there were twenty-nine days in February because of leap "year". [The noun clause used as a predicate substantive follows the verb "was".]*

1. a. The superintendent said to give the tools to *someone*.
   b. *Someone* can use them. (WHOEVER)

___

___

___

2. a. The sergeant collected ID cards from the *soldiers*.
   b. The *soldiers* turned them in. (WHOEVER)

___

___

___

3. a. Gifts were given to *people*.
   b. *People* came to the surprise party.(whoever)

___

___

___

4. a. A trophy was designed to be given to *someone*.
   b. *Someone* won the boat race.(WHOEVER)

___

___

___

5. a. The reference librarian told her assistant to give the book to *someone*.
   b. *Someone* calls for it. (WHOEVER)

___

___

___

6. a. What Muhammad learned was *something.*
   b. He had won a full scholarship for his first year of graduate study. (THAT)

____

____

____

7. a. What the brochure said was *something.*
   b. The fare on the bus ranges from Rs. 500 to Rs. 1000. (THAT

____

____

____

8. a. What the weather report predicted was *something.*
   b. An extended period of clear, sunny weather could be expected. (THAT)

____

____

____

9. a. What the detective found was *something.*
   b. A burglar had broken open the safe and stolen the prize bonds. (THAT)

____

____

____

10. a. What the general store offered was *something.*
    b. Customers could buy any item at a 15% discount.

____

____

____

B. Add the word in parenthesis to the end of each sentence. Then complete sentence 1 through 3 with a noun clause used as a predicate substantive

Example

What the dean told Rizwan was something (THAT)

What the dean told Rizwan was that he had graduated with honours.

1. Sleeping bags were borrowed. (FROM)

2. Dinner reservations were made. (FOR)

3. The bride's mother advised her to write thank-you notes. (TO)

4. What the road map showed was something. (THAT)

5. What the wrist watch television set with earphones proved was something. (THAT)

C Write five complete sentences of your own. In sentences 1 and 2, use noun clauses as objects of prepositions. In sentences 3 through 5, use noun clauses as predicative substantives.

Adjective Clauses

An adjective (or relative) clause is a dependent clause (a group of words) with a subject and verb which cannot stand alone and make sense. Like an adjective, an adjective clause is used to modify a noun or pronoun. An adjective clause is connected to a sentence with a relative pronoun: *who, whom, that* or *which*.

Two sentences that are close in meaning can be combined by changing one sentence into an adjective clause. The subject of the sentence can be replaced with a relative pronoun. An adjective clause follows directly after the noun or the pronoun it modifies.

Example

a) *The man is my uncle.*
b) *He is wearing a tie.*

Combined *The man who is wearing a tie is my uncle.*

Adjective (or relative) clauses modify nouns or pronouns that precede them. These clauses are introduced by different relative pronouns or adverbs according to the noun that is being modified.

Noun Being Modified (antecedent)	**Relative Pronoun**	**Example**
a person	who-whom-whose, that As subject:	The man is my uncle. He is wearing a tie. The man who (that) is wearing a tie is my uncle.
a person	as object of the verb:	The man is over there. You want to see him. The man whom (or who, or that) you want to see is over there.
a pronoun	as object of the preposition:	The man is a scientist. You were just speaking to him. The man to whom (who, that) you were just speaking is a scientist. Or The man whom (who,that) you were just speaking to is a scientist.
a thing	which, that as object as subject	They enjoy movies. Movies have happy endings. They enjoy movies which (that) have a happy ending. The movie has a happy ending. They were watching a movie. The movie which (that) they were watching has a happy ending.

Noun Being Modified (antecedent)	Relative Pronoun	Example
	as object of the preposition	The movie has a happy ending. She is starring in the movie. The movie in which she is starring has a happy ending. OR The movie which (that) she is starring has a happy ending.
a place	where, in , on which	The school is expensive. He is studying in the school. The school where he is studying is expensive.
a time	when, an, at in which	He is looking forward to the time. The time he will graduate. He is looking forward to the time he will graduate.

Source
Frank, M, 1990

If the adjective clause is not needed to identify the noun or to single out one or some from others, commas are placed around the clause. N.B. *'That'* cannot be used in nonrestricted clauses that are set off by commas.

Example:

Restrictive clause: *A teenager who (or that) had come to this country recently won the science award.*

Non-restrictive clause: *My friend Sarah, who has come recently, won the science award*

Relative Clauses are adjective clauses formed with the relative pronouns *who, whom, where, whose, which,* or *that* or with relative adverbs *when, where,* or *why.*

Restrictive relative clauses

The. basic structure relationship among sentences that we consider in restrictive relative clauses is brought about by a process called embedding. In the example below the embedding consists of a sentence embedded within a Noun phrase.

The people who were attending the show had to wait in line for three hours.

"*Who were attending the show*" is closely associated with the noun phrase "*the people*". In fact it has a modifying function such like an adjective it tell us which people had to wait in line for a long time. This shows why such clauses are called "restrictive". They restrict or identify for us which noun (s) - of all nouns in the same set we are speaking about (i.e. anybody who is included in the category of 'people').

In order to become a restrictive clause, the embedded sentence must contain a noun phrase which is identical in form and reference to the noun phrase in the main clause when this condition exists, a relative substitution substitution replaces the noun phrase in the embedded sentence with the appropriate relative pronoun.

The girl, who speaks Punjabi is my cousin
This actually is:
The girl (the girl) speaks Punjabi is my cousin.

The girl in brackets is identical in form and reference to the noun phrase in the main clause i.e. they are the same. *The girl* in brackets is replaced by a relative pronoun "*who*". The embedded clause '*who speaks Punjabi*' modifies the subject noun phrase i.e '*the girl*' in the main clause.

It is also possible to have an embedded sentence modifying a noun phrase which is the object of the main clause.

I know the girl who speaks Punjabi

'*The girl*' is the object of the main clause "*I know*' and '*who speaks Punjabi*' modifies or describes it.

Source:
Glendinning, E. and Mantell, H. 1983

Non Restrictive Relative Clauses

Thus far the relative clauses that have been examined restrict the meaning of the noun phrases they are modifying, Not all relative clauses have this function. For example in the following sentence we could just as easily do without the relative clause and retain the message of the sentence and the identity of the head noun in the main clause.

Mrs Azhar, who lives next door, is a
History teacher.

The relative clause in his sentence '*who lives next door*' is called a non restrictive relative clause since it merely supplies additional information about Mrs Azhar. It is not needed to tell us which woman is a History teacher in the same way that the restrictive relative classic is in the following sentence:

The woman who lives next door is a history teacher

The use of commas sets off non-restrictive relative clauses from the rest of the sentence.

Compare the following two sentences.

1. The climbers who reached the top were exhausted.

2. The climbers, who reached the top, were exhausted.

The first sentence contains a restrictive relative clause we interpret the head noun '*climbers*' in this sentence as representing some portion of the group of climbers who began climbing the mountain: those who were successful at reaching the summit.

The non restrictive clause in the second sentence does not restrict the meaning of the head noun, we understand the head noun to refer to the entire group of climbers. In other words they were all successful and they were all exhausted from their efforts.

Activity 23

A Combine sentences (a) and (b) into a single sentence that contains an adjective clause beginning with the word *who.* Add commas when necessary. Omit the italicized words in sentence (b). The example will help you to begin.

Example

a. *Clarence Darrow was the attorney in the famous Scopes trial of 1925.*

b. *He never went to law school. (WHO)*

Combined *Clarence Darrow, who never went to law school, was the attorney in the famous Scopes trial of 1925.*

1. a. The musician is the leader of the band.
   b. *The musician* plays the piano. (WHO)

____

____

____

2. a. The waiter stopped serving before the couple had finished their meal.
   b. *The waiter* took their order. (WHO)

____

____

____

3. a. The driver asked the passage to pay their fares.
   b. *The driver* boarded the bus. (WHO)

____

____

____

4. a. Pele is from Brazil.
   b. *He* made soccer popular in the United States. (WHO)

____

____

____

5. a. Ticket holders were not allowed to be seated until the musicians had finished playing the first movement of the symphony.
   b. The *ticket holders* arrived late. (WHO)

____

____

____

6. a. Students attend the American Language Institute.
   b. *They* are eager to learn English. (WHO)

____

____

____

7. a. Shehr Bano was introduced to Rebaba.
   b. *Rebaba* is a beautiful young woman. (WHO)

____

____

____

8. a. People should not throw stones.
   b. *They* live in glass houses. (WHO)

____

____

____

9. a. Harry Houdini was a magician.
   b. *Houdini* was known for escaping from closed places after having been tied up and locked inside them. (WHO)

____

____

____

10. a. Charles Hamilton has organized the first auction house to sell the autographs of famous people.
    b. *He* is from the United States. (WHO)

____

____

____

B. Expand the following word groups into complete sentences that contain adjective clauses beginning with the word *who*. Put commas around nonessential clauses. Do not use commas for essential clauses.

Example

The man buying a greeting card.
The man who was buying a greeting card asked the clerk for help.

1. The woman wearing a green dress.

___

___

___

2. The clown riding on an elephant.

___

___

___

3. The police officer standing on the corner.

___

___

___

4. The doctor examining the patient.

___

___

___

5. The conference leader visiting from Tokyo.

___

___

___

C. Write five complete sentences of your own that contain adjective clause beginning with the word *who*.

Activity 24

A. Combine sentences (a) and (b) into a single sentence that contains an adjective clause beginning with the words *whom* or *to whom*. Omit the italicized words in sentence b. The example will help you to begin.

Example

a. *Carlos Santana is a musician.*

b. *People like to listen to him. (WHOM).*

Combined *Carlos Santana is a musician whom people like to listen to.*

or

Carlos Santana is a musician to whom people like to listen.

1. a. Irfan asked at the hotel desk for the man.
   b. He had met *the man* on the plane. (WHOM)

___

___

___

2. a. The goalie was injured during the match.
   b. We had met *him* before the game. (WHOM)

___

___

___

3. a. The father hugged his son.
   b. He loved *his son*. (WHOM)

___

___

___

4. a. Goldie Hawn is an actress.
   b. Audiences have seen *her* perform both on television and in movies. (whom)

___

___

___

5. a. We wondered.
   b. We should give the batik from Sri Lanka to *someone*. (WHOM)

___

___

___

6. a. Irfan knows the teacher.
   b. Sarah was talking to the teacher. (WHOM)

___

___

___

7. a. Maria is the woman.
   b. Hannah will give the pearl ring to *her* on her birthday. (WHOM)

___

___

___

8. a. Rizwan is the neighbour.
   b. Salman plays cards with *him*. (WHOM)

___

___

___

9. a The department store manager said that it was the woman standing behind the counter.
   b. *She was the one* we should pay. (WHOM)

___

___

___

10. a. Confucius was the philosopher.
    b. We nominated *him* as one of the "Ten Greatest Thinkers of All Time." (WHOM)

___

___

___

B. Add adjective clauses beginning with the word *whom* or the words *to whom* to the following sentences.

Example

T.E. Lawrence is known as "Lawrence of Arabia."

T.E. Lawrence is the man whom we know as "Lawrence of Arabia."

1. Robert Redford is an actor.

2. Dr. Jonas Salk is a medical researcher.

3. Andre Previn is the conductor of the London Symphony Orchestra.

4. Adolph Hitler was a German dictator.

5. Rudolph Nureyev was a ballet dancer.

C. Write five complete sentences of your own that contain adjective clauses beginning with *whom* or *to whom*.

Activity 25

1. Combine sentences (a) and (b) into a single sentence that contains an adjective clause beginning with the word *that*. Omit the italicized words in sentence (b). The example will help you to begin.

Example

a. A vacant apartment is listed in the newspaper.

b. It rents for Rs.1000 a month. (THAT)

Combined *A vacant apartment that rents for Rs.1000 a month is listed in the newspaper.*

1. a. Posters are used to decorate many apartment walls.
   b. *Posters* have views of exotic countries. (THAT).

____

____

____

2. a. The message was found on the shore of Karachi.
   b. *The message* was sealed in a bottle. (THAT)

____

____

____

3. a. Tanvir needed a loan.
   b. *The loan* would help him to start his own photography business. (THAT)

____

____

____

4. a. Students learn technical English.
   b. *It* is useful for their future work. (THAT)

____

____

____

5. a. There are many different kinds of transportation.
   b. *They* can be classified as airlines, sea lines, railway lines, and bus lines. (THAT)

____

____

____

6. a. Each type of communication medium has its own characteristics.
   b. *These characteristics* have been improved by new technology. (THAT)

____

____

____

7. a. *The Interpretation of Dreams* by Sigmund Freud is a book.
   b. *The book* has changed the world's thinking in an important way. (THAT)

____

____

____

8. a. Crosby, Stills, and Nash have created popular music.
   b. *The music* is ålways enjoyable to listen to. (THAT)

____

____

____

9. a. Jaws is the movie.
   b. *It* has become the most profitable film ever made. (THAT)

____

____

____

10. a. The video game was installed in the Barber shop.
    b. *It* was imported from New York. (THAT)

____

____

____

B. Expand the following word groups into complete sentences that contain adjective clauses beginning with the word *that.*

Example

The train leaving in ten minutes.

We wanted to catch the train that was leaving in ten minutes.

1. the picnic held at the beach

____

____

____

2. the taxi waiting at the airport

3. the fireworks planned for this evening

4. the big fish caught by the fishing fleet

5. the water kettle boiling on the stove

C. Write five sentences of your own that contain adjective clauses beginning with *that*.

Activity 26

A. Combine sentences (a) and (b) into a single sentence that contains an adjective clause beginning with *which*. Omit the italicized words in sentence (b). The example will help you to begin.

Example

a. That airplane is making a lot of noise.

b. The airplane is taking off. (WHICH)

Combined *That airplane which is taking off is making a lot of noise.*

1. a. Bilal needed a job.
   b. *The job* would give him a chance for advancement. (WHICH)

2. a. The watt was named for the Scot scientist James Watt.
   b. *The watt* is a unit of power. (WHICH)

3. a. The planned to see the Horse and Cattle show in Lahore.
   b. It is held every year (WHICH)

4. a. Japan has developed a small, flat, portable television set.
   b. *It* is the size of a hand calculator. (WHICH)

5. a. The Philharmonic Hall presented a summer concert.
   b. *It* featured the music of Mozart, Liszt, Copland, and Gershwin.(WHICH)

6. a. The three minute international telephone call from Lahore to San Francisco only cost Rs.150.
   b. Tahir made *it*. (WHICH)

7. a. A group of workers began repairing the minaret of the old Mosque.
   b. *It* had been damaged by wind and rain. (WHICH)

8. a. Meriam shopped for a pair of binoculars.
   b. She planned to use *them* when she visited Hunza (WHICH)

____

____

____

9. a. Soccer is a relatively new sport in the United States.
   b. *It* has gained many fans. (WHICH)

____

____

____

10. a. The volt was named for the Italian scientist Alessandro Volta.
    b. *The volt* is a unit of electromotive force. (WHICH)

____

____

____

B. Expand the following word groups into complete sentences that contain adjective clauses beginning with the word *which*.

Example

the examination postponed until Monday.

Students will take the examination which was postponed until Monday.

1. the sprinkler left on the lawn

____

____

____

2. the cover made for the bed

____

____

____

3. the garden planted around the front patio

____

____

____

4. the bus service scheduled for Saturday morning

____

____

____

5. the party given by the university

____

____

____

C. Write five sentences of your own that contain adjective clauses beginning with *which.*

Activity 27

A. Combine sentences (a) and (b) into a single sentence that contains an adjective clause beginning with the word *whose*. Omit the italicized words in sentence (b). The example will help you to begin.

Example

a. They have stopped shopping at the shop.

b. Its prices of meat have been raised. (WHOSE)

Combined *They have stopped shopping at the shop whose prices of meat have been raised.*

1. a. Los Angeles is a southern California city.
   b. *Its* freeway system is extensive. (WHOSE)

____

____

____

2. a. A nation will have an effective communication system.
   b. *Its* postal service is well run. (WHOSE)

____

____

____

3. a. Zane Grey began his career as a dentist.
   b. *His* reputation is based on his novels of the West. (WHOSE)

____

____

____

4. a. Sana's mother praised the doctor.
   b. *His* diagnosis of her illness proved to be accurate. (WHOSE)

____

____

____

5. a. We read about the actress Natalie Wood.
   b. *Her* life was cut short by a boating accident. (WHOSE)

____

____

____

6. a. Any country will have economic problems.
   b. *Its* economy relies on a single major industry. (WHOSE)

____

____

____

7. a. Bangkok is a popular tourist destination.
   b. *Its* temples are a beautiful sight. (WHOSE)

____

____

____

8. a. Byron White was appointed a justice on the U.S. Supreme Court by President John F. Kennedy in 1962.
   b. *His* reputation as the great football player "Whizzer" White was established in the 1930s and 1940s. (WHOSE)

____

____

____

9. a. Marie Curie is the only person to have won two Nobel Prizės in science.
   b. *Her* death was attributed to leukemia developed from overexposure to radioactivity. (WHOSE)

____

____

____

10. a. The novel *Jonathan Livingston Seagull* was rejected by eighteen publishers before it was finally published.
    b. *Its* sales have soared above the 7 million dollar mark. (WHOSE)

____

____

____

B. Add words to the following adjective clauses to make them complete sentences.

Example

Whose car has an oil leak

The racing car driver whose car has an oil leak has been pulled out of the race.

1. whose books were ordered last week

____

____

____

2. whose clothes were found in the washing machine

____

____

____

3. whose instructions are clear

____

____

____

4. whose leaves change colour in the Autumn

____

____

____

5. whose car I borrowed yesterday

____

____

____

C. Write five sentences of your own that contain adjective clauses beginning with *whose*.

Adapted
Bander. R.G. 1980

Activity 28

Find the relative clause in these sentences.

1. A biologist is a person who studies living things.
2. Milk which contains chemicals is dangerous.
3. Lhasa, which is in Tibet is the world's highest capital city.
4. Fleming, who was born in Scotland, discovered penicillin.

Now read the sentences without their relative classes. How do sentences I and 2 differ from 3 and 4 when the clauses are removed. Sentences I and 2 do not make sense without their relative clauses. Sentences 3 and 4 can stand on their own even without the information given by their relative clauses.

Activity 29

Make eight definitions using the information in the columns below.

	a	b	c
1	a laboratory		has six legs and no backbone
2	a historian		speaks foreign languages well
3	a farm	a person	is concerned with matter and energy
4	an Insect	a place	studies the past
5	a linguist	an animal	experiments can be made
6	a library	a science	crops are grown or animals kept
7	a spokesman		books are kept for borrowing
8	physics		speaks for a group

Example

A laboratory is a place where experiments can be made.

Activity 30

Rewrite this passage to include the information below it. Use relative clauses. If the information is not essential, mark the clauses with commas.

1. The Olympic Games are an international athletic competition.
2. The name comes from the part of Greece called Olympia.
3. Competitors competed not just in althetics but also in music, poetry and other arts.
4. The modern Olympics concentrate mainly on athletics.
5. The Games open with a ceremony.
6. The Olympic torch is carried by runners.
7. At the end of the ceremony hundreds of doves are released.

   a. This international competition takes place every four years.
   b. The Games were first held in Olympia over 2000 years ago.
   c. Competitors came from all parts of Greece.
   d. The modern Olympics were started in 1896.
   e. The ceremony is based on the original Greek one.
   f. Runners bring the flame from Olympia.
   g. Doves are a symbol of peace.

Activity 31

Likes and dislikes

Complete the sentences below, giving your own opinions and preferences. Work according to your teacher's instructions

I like people who ....

I dislike people who............

Activity 32

Clues for Solving

Use relative clauses to define the following nouns.

Nouns For Defining

List 1	List 2	list 3
a policeman	a duck	a book
a parrot	a doctor	Bangladesh
a pen	a door	bread
a pear	December	a bedroom
Poland	a dream	a baby
a post office	a daughter	a bottle
pre-history		a bus

List 4	List 5	List 6
A bedouin	Hollywood	spaghetti
an apple	a helicopter	a shoe
August	a hand	Saudi Arabia
an airport	a hotel	a shop
an artist	a holiday	a snake
Australia	a hairdresser	the sun
an alligator	history	the summer
acid	a horse	a scientist

Nouns For Defining

List 7	List 8	List 9
a cow	a television	the morning
Canada	Thailand	Malaysia
a chicken	a tomato	a mother
a carpenter	a tiger	a motorbike
a cigarette	tennis	a map
coffee	a taxi-driver	matches
a cinema	a ticket	money
Christmas	a tooth	milk
List 10	**List 11**	**List 12**
night	juice	an egg
New Zealand	Wales	England
a newspaper	the winter	an elephant
a nurse	a wife	the evening
a nut	a witch	an emperor
a neighbour	a water	an engine
a nose	the west	economics
a name	a wall	an entrance

Source Ur, P. 1991

Activity 33

Write your own test

Write a definition of the items on the vocabulary list (provided by the teacher) using relative clauses

Example:

A Woman whose main job is looking after home:-

A man who has never learnt very much: An __________man.

An unmarried old maid:________________________

One who eats to excess:__________________________

Now construct similar definitions for the following leaving blanks as in the example above.

Misanthrop
ambivert
misogonist
ascetic
egotist

Exchange your definitions with your partner and see how many blanks he/she can fill correctly.

Activity 34

Elaborating a story

Your teacher will prepare an outline of a story with gaps after some of the nouns for you to fill in.

Activity 35

Let's Complain

Here's an opportunity for you to complain about the things that bother you. These must be expressed by nouns with relative clauses that use prepositions. There are some provided for you.

The people I work with
The house/town I live in
The book we learn from
The person I sat next to in the bus today
The departmental store I shopped in

Some More About Relative Clauses

Study these fact about James Watt.



a. He was an engineer.
b. This engineer inverted a steam engine.
c. His engine had a special part.
d. The part changed steam back into water.
e. Watt was born in Scotland.
f. He made his first experiments in Scotland.

Can you link these six facts into three sentence?

The word **engineer** is common to both sentence (a) and (b). These two sentences can be joined like this:

Watt was an engineer *<u>who invented a steam engine.</u>*

The underlined part is a relative clause. In the relative clause, you replace This engineer' by '**who**' who is used for a person or people.

The word '**part**' is common to both sentence (c) and (d). These two sentences can be joined like this:

His engine had a special part which changed steam into water.

The under lined part is a relative clause. In the relative clause, you replace '*part*' by '*which*'. Which is used for things.

The word **Scotland** is common to (e) and (f). These two sentences can be joined like this:

Watt was born in Scotland, where he made his first experiments.

The underlined part is a relative clause. In the relative clause, you replace Scotland' by *where*, where is used for places. If the place has a preposition (e.g. in, on, at, to) before it in the second sentence. If there is no preposition, you use which.

Watt was born in Scotland, which is a part of Britain.

N.B Make sure the relative clause comes immediately after the noun it describes.

Activity 36

Choose a personality from the list below. Join the facts together using relative clauses.

2 **Columbus**



a. Columbus was an explorer.
b. He crossed the Allantic in 1492.
c. He wanted to find a sea-route to Asia.
d. Many valuable things were made in Asia.
e. He discovered a new country.
f. He believed the country was a part of Asia.
g. He called the people Indians.
h. The People lived in the Americas.

3 **Shakespeare**



a. Shakespeare was a writer.
b. He was born in Stratford in 1567.
c. Stratford is a small town.
d. It is in the west of England.
e. Shakespeare wrote many plays.
f. They are still performed today.

g. He spent much of his life in London.
h. He worked in a theatre in London as a writer and actor.

4 **Einstein**

a. Einstein was a great physicist.
b. He was born in Germany in 1879.
c. He developed an important theory.
d. It is called the theory of relativity.
e. He went to live in the USA in 1935 to escape the Nazis.
f. The Nazis took power in Germany.
g. He continued his work in the USA.
h. He died there in 1955.



(Source
Glendinning E. Mantell, H. and 1990)

CUMULATIVE SENTENCES

So far students have learned how to create compound and complex sentences by using coordinators, relatives and subordinators. Note that all these strategies involve linking up complete clauses.

Cumulative sentences usually contain only one complete clause, the base, which is followed by one or more modifying phrases: It does not have a subordinator nor a relative.

In order to write effectively, you need to be able to create simple, compound and complex sentences mature writers for the sake of variety, also use cumulative sentences. Therefore, having studied compound and complex sentences, we shall now consider cumulative sentences, sentences in which a base clause is followed by one or more modifiers. Cumulative sentence is often called "generative" because it is believed that its very form encourages the writer to 'great' ideas.

Let us consider 'the following example:

Example

Nighat was coming up the walk,
limping, very determined, her glasses
shining beneath the falling rain drops
like little pools.

Although the above sentence is simple in structure, it is far from simple in its effect. To see how this combination works, let us reconsider the original five sentences.

Nighat was coming up the walk.
She was limping.
She was very determined.
Her glasses were shining beneath the falling raindrops.
They were like little pools.

The first simple sentence gives a general image of the scene, it is used as a base clause.

Nighat was coming up the walk.

Then the image is brought into focus by adding information from the next four sentences to the base clause. This process of addition involved two steps. First each of the four sentences is reduced to a phrase a word or group of words that function as a unit but lack a complete subject and predicate.

	SENTENCE	PHRASE
1.	She was limping.	Limping
2.	She was very determined.	Very determined
3.	Her glasses were shining beneath the falling raindrops.	Her glasses shining beneath the falling raindrops
4.	They were like little pools	like little pools.

This process eliminates repeated words like she was. After having reduced the sentences to phrases they are simply added after the base clause.

CUMULATIVE SENTENCE

Base Clause — Modifiers

CUMULATIVE SENTENCE	
Base Clause	**Modifiers**
Nighat was coming up the walk.	Limping very determined her glasses shining beneath the falling raindrops like little pools.

The phrases were used as modifiers of the base clause. A modifier is a word or group of words that explains, clarifies, or defines another word or group of words elsewhere in the sentence. Modifiers are of two basic types.

1) Free modifiers
2) Bound Modifiers

Free modifiers are set off by punctuations.

Example

Limping, very determined, glasses shining beneath the falling raindrops like little pools.

Bound modifiers on the other hand are not set off by punctuations.

Example

like little pools

This entire phrase modifies the verb *shining*.

Cumulative sentence is thus a simple sentence made of a base clause to which free and bound modifiers have been added. In such a sentence the main idea comes first, in the base clause, with modifiers added after the base in order to bring the idea into sharp focus.

Try combing these four sentences into one cumulative sentence.

1. *Insaram works for Jarrar and Bilal*
2. *Jarrar and Bilal are two brothers.*
3. *They are in partnership*
4. *They live in Gujranwala.*

If the first sentence is used as the base clause and the next three were turned into free modifiers, the version would be something like this,.

Insaram works for Jarrar and Bilal,
two brothers, in partnership, who
live in Gujranwala

Sentence combining is thus a matter of choices. The choice is dependent on the effect that writer wants to create.

For practising sentence combining some principles have to be observed as guidance.

ADDITION: when one writes one makes a point not by subtracting but by adding. This principle applies not just to the sentence, but to all of writing: to words, phrases sentences, paragraphs, and essays.

Try to add up the six sentences below into one:

The prisoners were sitting
They were young
They were in prison blankets
The prison blankets were torn
Their clothes were stained
Blood stained the robes

In the broadest sense , the topic of this exercise is fully stated in the very first sentence, "*The men were sitting*". All the new information contained in the other sentences is really a comment on this topic. What sort of men? Sitting in what way? Actually what the writer wishes to say is found not in the noun but in what you add to qualify the noun. The noun by itself adds nothing to the readers information. The noun, the verb and the main clause serve merely as a base on which the meaning will rise. The modifier is the essential part of any sentence. The way to do the sentence combining exercise then, is to convert the comment sentences into modifiers of the topic, which can be expressed in a base sentence:

> The young prisoners were sitting in prison blankets,
> their clothes stained with blood.

There are two types of modifiers in this sentence bound and free. The bound modifiers are embedded within the sentence and are not set off by punctuation the bound modifiers in this sentence are '*the four men*' '*sitting in prison blankets*', and "*strained with blood*".

The free modifiers which are added after the base clause are what make the sentence cumulative. Like bound modifiers, free modifiers can comment on single words. Thus in the sentence above the free modifier " *their clothes strained with blood*" comments on a noun "*men*".

A free modifier can also modify not just a single noun or verb but an entire clause!

> *A college student with limited funds,*
>
> *I looked for inexpensive restaurants.*

The free modifier (underlined) comments on the base clause at large. A free modifier can have a position in the sentence before, within or after the base clause.

Bound and free modifiers are thus the building blocks of good writing. Added to a base clause modifiers are indeed what bring the writer's point into focus.

DIRECTION OF MOVEMENT: By arranging modifiers in various position before, after or within the base clause, we can direct the reader's mind forward or backward - or make it pause and ponder a key point.

Whether bound or free initial modifiers modified placed before the word or clause they modify give the sentence a forward thrust.

Example

> *The **plump short** girl did not pay heed____ [(bound modifiers).]*
>
> **Without adequate manure and water,** crop field cannot be raised. (Free modifier)

Medial modifiers inserted between the subject and the predicate of the base, slow down or interrupt the forward movement of the sentence since they create a pause in mid - sentence, they force the reader to ponder the subject before moving ahead to the predicate.

Example

The mixture *of* ***excitement, fear and worry which plagued her*** *made it difficult for her to decide* (bond modifiers)

The woman's face **which was old, grayish and kindly,** lit up into a big simle. (free modifiers)

Final modifiers of a word a clause create a gradual forward movement by simultaneously advancing the discussion and recalling our attention to the original topic. They add new information to the base clause, thereby bringing the idea gradually into focus.

Example

He *was trembling* ***like a leaf***. (bound modifier)
He went plodding over the field, **labouring without end, a great man, bent a little forward when he walked.** (free modifiers)

It is usually common for writers to add free modifiers after the base clause, in final position. Nevertheless combinations of initial, medial and final free modifiers in a single sentence are not at all unusual.

Example

sensing bad news, *they waited,* ***talking nervously***

(Initial and final free modifier)

LEVELS OF STRUCTURE: Modifiers added to the base clause giving writing depth. By adding modifiers to the base, we downshift the sentence to a lower level of structure. The shift may be from the general to the specific:

Example

general base clause: Everything about the experience fascinated me:

Specific free modifiers: The taste of salt in my month, the chill air, the damp sand, the foaming waves.

the shift may be from the abstract to the concrete.

abstract base clause: It shows a frenzy of multiplicity:

concrete free modifiers: shapes within shapes, colours within colours.

or the shift may be from the plural to the singular.

<u>Plural base clause:</u> They were huddled together in the room,

Singular free modifier: Sana hugging her knees on the floor.

The base clause of cumulative sentence sketches the broad surface of an idea, but the added modifiers expose the depth of the writer's perception.

Adapted
Stull, W.L. 1983.

Activity 37

Combine the following group of sentence into one cumulative sentence.

1

a. Our marital problems are allowed to persist.
b. They persist for the next few months.
c. They will wreck our family life.
d. Destroy our peace of mind.
e. Tarnish our social image.
f. Endanger our children's future.

2

a. Birds were seen everywhere .
b. They were perched on the electric wire.
c. They were flying over the tree.
d. They were clutching at the wire netting .
e. Trying to get close to the carcass.

3

a. Alvira's husband remained in the background
b. He was slow.
c. He was gray.
d. He was stolid.
e. He was a diabetic.
f. He was on a pension.
g. He was a dim figure.

4

a. There were all sorts of faces
b. There were young faces.
c. There were old faces.
d. There were chubby faces.
e. There were lean faces.
f. All straining their eyes to catch a glimpse of the plane.

5

a. Khadeeja and Sana study at the convent
b. Convent is an English medium school.
c. It has a good standard of education
d. It is centrally located.

6

a. The teacher's face lit up into a smile.
b. The face was old
c. The face was grayish.
d. The face was kindly.
e. Her hair swept away in a bun
f. Her eyes shone brightly.
g. Her eyes were like little stars.

7

a. Jalal went cheerily along the road.
b. He was a sprightly little man.
c. He was plump.
d. He was round.
e. His stomach protruded.
f. His stomach was like a drum.

Adapted
Stull, W.L. 1983

Activity 38

Combine each set of simple sentences below into one effective compound, complex, or cumulative sentence. Try writing several versions of each exercise so that you get a feel for different combinations.

Example

Hajra stood at the window,
She gazed over the green felds towards the gate.

Version 1

Compound sentence.

Hajra stood at the window, and
gazed over the green fields.
towards the gate.

Version 2

complex sentence

Hajra, who stood at the window,
gazed over the calm sea towards the gate.

or

As Hajra stood at the window, she gazed over
the green fields toward the gate.

Version 3

Cumulative sentence,

Hajra stood at the window,
gazing over the green fields towards the gate.

1. On the farms the hens brooded.

   No chicks hatched.

2 All four brothers were lively by nature.
They were athletic men.
They were red - haired men.

3. They walked along.
They were two continents of experience.
They were two continents of feeling.
They were unable to communicate.

4. It was eight in the evening.
My husband would be studying.
My daughter would be in bed.
I'd be drinking my third cup of tea.

5. A trade union can break an opposition.
The union breaks an opposition by mass action.
The mass action is in a strike.
The union official can negotiate an agreement.

6 It was early afternoon.
The grounds were deserted.
The buildings were deserted.
Everyone was at sports.

7. People had gone to bed Thursday night.
They went to bed in their habitual state of uncertainty.
The governmental crisis was still the chief subject of preoccupation.
The governmental crisis was in London.
The governmental crisis was bringing Winston Churchill to power.

8. Young men and women sat everywhere.
They sat on a bench.
They sat on the floor.
They were smoking.
They were trying to be heard above the general din.

9. Our current problems are allowed to persist.
They persist for the next ten to twenty years.
They will destroy our standard of living.
They will threaten our international alliances.
They will jeopardize our domestic tranquility.

10. A school of minnows swam by.
Each minnow had its shadow.
Its shadow was small.
Its shadow was individual.

The shadows doubled the attendance.
The shadows were so clear and sharp in the sunlight.

Adapted
Stull, W.L. 1983.

Activity 39

Sentence combining - a pre-reading activity.

A. Below are a set of short sentences suggesting a general idea about a literary work. Combine the sentences to form one sentence

1. *Black Boy* is a novel
   Richard Wright wrote *Black Boy*
   It is autobiographical
   it shows troubles
   All of us need to understand these troubles.

2. George Orwell wrote *Animal Farm*
   Animal Farm is a fable
   Animal Farm is a satire
   it shows something about dictators
   Dictators can be very cruel.

B. Below are a set of sentences try to combine them into one sentence. These sentences have been formed by uncombining a sentence from Anton Chekon's *The Bet*

Punishment kills
It kills a man
It kills at once
The punishment is capital
Imprisonment kills
It kills a man
It kills slowly
The imprisonment is life long.

C. Below are two more sets of sentences taken from Stienbeck's *Of Mice and Men* and George Orwell's *Animal Farm.* Recombine these sentences

1. The dog was old
   The dog got to his feet
   The dog moved slowly
   The dog moved stiffly
   The dog moved the leash
   the leash pulled
   the pulling was gentle.

2. The animals were amazed
   The animals were terrified
   The animals were huddling together
   The animals watched the line

Pigs were in a line
The line was long
The pigs marched slowly
The pigs marched around the yard.

Activity 40

Combine the sentences below into a paragraph that contains both bound and free modifiers.

Suggestion: you can combine sentences 1 - 5 into one sentence, sentences 6 & 7 into one sentence, sentences 8 - 14 into one sentence, sentences 15 - 21 into one sentence, and sentences 22 - 25 into one sentence. However, students don't have to follow this suggestion you can make your our combinations.

1. He was an old man.
2. He fished alone in a skiff.
3. The skiff was in the Gulf Stream.
4. He had gone eighty - four days now.
5. He had not taken a fish.
6. A boy had been with him.
7. This was in the first forty days.
8. The boy's parents had told him something.
9. This was after forty days without a fish.
10. The old man was now definitely and finally *salao*.
11. *Salao* is the worst form of unlucky.
12. The boy had gone in another boat.
13. He went at his parent's orders.
14. The boat caught three good fish the first week.
15. The boy saw the old man come in each day.
16. His skiff was empty .
17. This made the boy sad.
18. He always went down to help him.
19. He helped him carry either the lines or the gaff and harpoon and the sail.
20. The lines were coiled.
21. The sail was furled around the mast.
22. The sail was patched with flowersacks.
23. The sail was furled.
24. It looked like the flag of defeat.
25. The defeat was permanent.

Hemingway's 'Old man and the sea'

Activity 41

Combine the sentences below into two paragraphs that contain several subordinate clauses

1. The brakes gave way.
2. The loaded Coca-Cola truck began its descent of the final hill.
3. The hill led into the village.
4. The truck careened wildly.
5. The driver fought for control.

6. He was near the bottom of the hill.
7. He lost the battle.
8. The truck snapped into a field.
9. It jumped a stone wall.
10. It flung bottles in every direction.
11. It was as if the truck were trying to lighten the load.
12. It was as if the truck were trying to lessen the impact.
13. The impact was coming.
14. In a few seconds, it rested on its side.
15. Its resting was quiet.
16. It was among the daisies.
17. It was near a chapel.
18. The chapel was small.
19. The chapel was white.
20. The chapel was in the center of my home town.
21. Nothing every happens in my home town.
22. The dust settled.
23. People began emerging from their homes.
24. Their homes were nearby.
25. They were like bees.
26. The bees were drawn to honey.
27. They gathered.
28. They were children.
29. They were grandparents.
30. They were employees.
31. And they were housewives.
32 They were nearly the entire village population.
33. They hovered near the accident.
34. They formed into colonies.
35. A few darted back and forth from group to group..
36. They buzzed with excitement.
37. They compared notes.

Activity 42

Combine the sentences below into a paragraph that contains both bound and free modifiers.

1. He crossed the road slowly.
2. The road was sandy.
3. He shuffled along.
4. He shook his head.
5. He muttered to himself.
6. He carried a brown paper bag.
7. The bag was wrinkled.
8. The bag fit the shape of a bottle.
9. The scruff on his face made him look ageless.
10. The scruff was gray.
11. He was in the predawn light.
12. He could have been twenty.
13. He could have been sixty.
14. He reached the other side of the road.
15. The smell of the saltwater filled his nostrils.
16. The cries of the seagulls were loud in his ears.

17. He stood.
18. He stared at the ocean.
19. He raised the bag to his lips.
20. The raising was awkward.
21. He watched the gray-green waves.
22. The waves slapped the shore.
23. Suddenly, it was as if he saw something in the fog.
24. He took a half-step forward.
25. He stepped into the water.
26. The water swirled from the last wave.
27. But the cold water seemed to startle him.
28. The cold water gripped his shoe.
29. His shoe was worn out.
30. His stepped back to the shore.
31. His step was weary.
32. His step was unsteady .
33. On the shore he bent down.
34. He removed his shoe.
35. His shoe was wet.
36. He placed the shoe beside him.
37. He sat down.
38. He dried his foot.
39. He dried it with the inside of his coat.
40. His coat was tattered.
41. He sat for a long while.
42. He was motionless.
43. He clutched the brown paper bag.
44. He stared out at the sea.

Adapted,
Stul, W.L. 1983

Section V

ESSAY WRITING

Prof. Humaira Irfan

WRITING

What is Writing ?

> ....writing is a form of problem-solving which involves such process as generating ideas discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written.
>
> White, R. and Arndt, V. 1994

Writing is a productive endeavour, an expression of ideas on a subject presented in logically structured sequences of written sentences which form paragraphs. Writing is not a simple matter of transcribing language into symbols: it is a thinking process, demanding constant intellectual effort.

Proficiency in a language is not the only route to successful writing; people writing in their own native languages may come up against problems similar to the problems of those writing in a foreign language.

Writing is a message which comes into existence through a linguistic struggle with experiences. One must search out ideas and uniquely combine, develop and shape these experiences into new perceptions. Writing is a creative, ongoing cyclical process through which beginning as well as experienced writers can and do find meaningful things to say and effective ways to say them, using processes different from those of spoken discourse.

The essential ingredients of a piece of writing are:

I. Content	ideas: what one wants to communicate.
II. Mechanics and Grammar	accurate use of language: tenses, punctuation etc.
III. Logical Organization	expression; the way in which the writer guides the reader through his writing; effective organization of information
IV. Inference	What the writer draws out of the given information or the writer's own assessment and contribution. Students must be taught to come to a conclusion based on the information they have gathered.

The first part of this module on essay writing deals with the organisation of contents, i.e., how ideas and information can be best presented and handled. Areas such as topic sentences, controlling ideas, and sentence combination will be discussed.

The ultimate goal of writing is the paragraph. The ability to write clear, coherent and cohesive paragraphs is a fundamental skill and thus may be seen as a pre-requisite to successful writing.

What is a paragraph?

A paragraph is a set of sentences. These sentences talk about only one theme; a paragraph is a group of related sentences dealing with one topic. Paragraphs break a text into easy-to-manage sections, making ideas easier for the reader to understand. Normally, related ideas and examples are grouped together in the same paragraph. Each new idea requires a fresh paragraph. When a topic comes to mind, it is often too general to be condensed into a single paragraph. Therefore, it is important in paragraph writing to narrow down or restrict a topic and make the topic more specific. For example, if you are asked to write about your favourite city, you can choose to write about Lahore. There are many aspects of Lahore worth writing about: you can write about the educational institutions, the historical places, the walled city, the parks in Lahore, the shopping centres and so on. You should narrow down the topic to a particular aspect of Lahore and write a topic sentence.

Example

There are a variety of educational institutions in Lahore.

Here, the writer specifically states the plan of the paragraph: a plan to describe the different places of education in Lahore.

A controlling idea is a word or a phrase within the topic sentence which acts as a signpost and controls the rest of the paragraph. The controlling idea in the above example is underlined. The controlling idea and the topic sentence guide the writer and help him focus on a single topic.

So a paragraph develops one central idea. The topic, or the subject of the paragraph, is stated in the topic sentence in a general form. In paragraph writing it is important to narrow down the topic to a specific aspect; the topic sentence expresses that particular aspect, which is called the controlling idea. For example, you are asked to write a paragraph about fasting. Although there are lots of ideas that you would like to express about fasting, it would be easier for you to write if you narrow down the topic to one particular aspect and write a topic sentence such as the following:

Fasting is supposedly different from starving.

The topic sentence not only acts as a guide to the writer and prevents the writer from deviating from the point, but it also tells the reader what to expect in the paragraph. The writer plans to write about the differences between fasting and starving. The controlling idea therefore is as underlined in the sentence (above).

The questions that immediately arise after reading the topic sentence are how? Or what? How is fasting different? What are those differences ? So by asking questions about the controlling idea the writer can be clear about what to write. Following are a few examples to illustrate the helpfulness of topic sentences and controlling ideas.

Example 1

There are three reasons why students fail in colleges.

What are those reasons?

This question helps determine the controlling idea in the above topic sentence.

Example 2

> *You can at once differentiate between a good and a bad student.*
>
> *How can you?*
>
> *What are the differences?*

A good topic sentence therefore contains an opinion which the paragraph will support, or a statement which the paragraph will explain. If a paragraph is written in this way, it is said to have unity.

A single paragraph is more effective if it contains a final sentence which reinforces the main idea of the paragraph. Not all paragraphs have concluding sentences, however: in a longer discourse, one paragraph leads to another and the conclusion is stated in the last paragraph. The format of a paragraph is as follows:

Topic Sentence: This can be a question or a statement.

Support: Support for the topic sentence can be in the form of examples, facts, details, statistics, an explanation, a definition, a comparison, a contrast, a cause or causes, a result or results, or a combination of these. The support sentences come directly after the topic sentence. These supporting sentences are more specific than the topic sentence. Sometimes the writer may need to go into further details and become even more specific.

Concluding Sentence: This is a statement or a question to "drive home" the main point of the paragraph. A diagram of a balanced, detailed paragraph looks like this:

Topic Sentence (Controlling Idea)

a point number one

1 specific details
2 " "

b point number two } **Supporting Sentences**

1 specific details
2 " "

c point number three

1 specific details
2 " "

Concluding Sentence

Example

General Topic sentence: *Riding a bicycle is preferable to driving a car.*

More Specific

A. IT'S CHEAPER
1. To *Buy.*
2. To *Operate.*

B. IT'S HEALTHIER
1. More Exercise.
2. Less Pollution

C. IT'S MORE SATISFYING
1. Enjoy the Scenery.
2. Become Part of Nature.

Most Specific

General Concluding Sentence: *The bicycle is a pleasurable means of transportation.*

Paragraphing is a writer's courtesy to the reader. Paragraphing, along with transitional words and phrases, signals to a reader that one unit of thought has ended and a new unit of thought has begun. Without benefit of these signals, the reader must work harder to comprehend the writer's logic and the development of his or her presentation.

What is an Essay?

An essay is a collection of paragraphs related to a common theme. An essay is a discourse on a single theme, and consists of a number of paragraphs (at least three) which analyze topics relating to the common theme.

There are three important elements of essay writing: having ideas, organizing them logically and expressing them effectively. An essay writer presents arguments, ideas or opinions, a counter or contrasting argument or idea; he illustrates and exemplifies ideas and arguments by presenting facts, evidence and analogies; he offers factual or evaluative comments, opinions and arguments; and he draws conclusions about these ideas and arguments.

Some habits which should be avoided:

- The use of very short sentences. (which sounds aggressive and unsophisticated)
- The use of very short paragraphs. (which present the argument by assertion rather than by the progression of illustrated ideas)
- The use of rhetorical questions to excess. (which have an emotive rather than a rational effect on the reader)

-	The use of personal examples or illustrations.	(which are not sufficient to support the common theme)
	The omission of examples and illustrations.	(which make the argument seem like mere assertion)

For essay writing the ability to develop text clearly and consistently is very important.

Some habits which should be adopted:

-	Linking.	(providing cohesion from one paragraph to another)
-	Sequencing.	(letting the reader know where you are, e.g. The first is ... secondly,... etc.)
-	Referencing.	(ensuring that there is no ambiguity in reference, or clearly identifying each pronoun and reference word, i.e "it" and "this")
-	Using examples and summaries	(helping the reader understand both the general and specific ideas contained in the essay)

Adapted
Jolly 1984 teachers book

ESSAY STRUCTURE

I. Introduction: contains the subject or topic, which is generally a statement of the problem, the way the subject is to be treated. The writer would like to catch the reader's attention and hold it. The techniques listed below may help lure the reader into beginning to read and then continuing to read. Introductory paragraphs hold more appeal for an audience if they:

- attract with a rhetorical question.
- present a startling fact.
- develop background or historical perspective.
- use a quotation which illustrates or makes a statement about the subject.
- narrate an interesting, funny, sad, or emotional. incident.
- appeal to the reader for an action or change in action.
- illustrate the importance of the topic.
- challenge a widely - held belief.

II. Development: contains presentation, analysis and discussion (involving advantages and disadvantages, pros and con, benefits and detriments, etc.)

1. Main Idea
   (+ example, details)

2. Main idea
   (+ example, details)

3. e.t.c.
   (e.t.c)

This part of the essay may comprise of one paragraph or a number of paragraphs depending on the number of main ideas: each new paragraph will comprise of a main idea.

III. Conclusion: May contain:

- A summary of the main points from the development section.
- The writer's own views or opinions.

Concluding paragraphs usually convey a feeling of finale. This is the part of the essay which readers tend to remember best. This is the stage where writers must exert their creative talents; they must demonstrate that the examples discussed in the development stage form a cohesive, logical conclusion. A convincing final paragraph may:

- Lead to the thesis for the first time.
- Emphasize the thesis or the main points with
  a. a summary or
  b. an enumeration.
- Draw a conclusion.
- Make a judgment and/or recommend an action to be taken.
- Express an opinion
- Pose a question to
  a. provoke further thought
  b. indicate further possible development of the topic.

Most pieces of formal writing follow the format of introduction development and conclusion. This organization structure helps the writer describe, define, exemplify and classify his ideas: the structure helps him communicate his message or his ideas to his readers.

Different types of writing are required for different purposes. In general we can divide writing into the following types:

Narrative: Tells 'what happened'. It tells a story, the kind of writing you find in novels, short stories and biographies.

Descriptive: Tells how something looks or feels or sounds. It talks of such features as size, shape, colour sound or taste.

Expository: Explains something. It often answers the questions what, how and why. Its purpose is to present ideas and to make those ideas as clear as possible. It is usually informative.

Argumentative: Gives an opinion. In this type of an essay a 'yes' or a 'no' answer is required to a question. Reasons are then required for the support of the opinion. The most important thing is not the opinion but the way that the examples support the argument.

Discussive: In this type of essay there is something to say for either side. Both sides of the argument can be explained. The conclusion states agreement or disagreement with the topic or issue.

UNIT I

PREPARATORY WRITING: THE PARAGRAPH

1. **Selecting a Topic**

Always choose a subject you know very well, even if it doesn't seem like a good topic. Your hold on the subject will make it interesting, valid and reliable.

2. **Narrowing down the topic**

Select the parts of the subject which you can develop most effectively; otherwise you may be faced with a subject too large to handle in single paragraphs. There is need to take a small bite of a broad subject. Break the subject into as many small topics as you can. One of these topics will be basis for a good paragraph.

3. **Brainstorming your Ideas**

Jot down all your ideas so that you record your thoughts and none of them slip away when it is time to write. Brainstorming will also help you organize the paragraph in the best possible way. Seeing the ideas jotted down on paper may show you that what you thought should be placed first, really belongs in the middle or at the end of the paragraph.

4. **Topic Sentence**

An effective topic sentence should tell your reader exactly what you are going to write about. It should introduce the paragraph's main idea. The topic sentence should be in conformity with your narrowed - down topic. It is a limited statement and asserts (or states) only what you have narrowed down. The topic sentence should accurately present the ideas generated through brainstorming. Every topic sentence has words which convey the controlling idea. A topic sentence can appear at the beginning, middle or end of the paragraph.

Placing the topic sentence in the beginning of the paragraph is easier for both reader and writer. A writer who announces the topic sentence goes on to develop the topic and tells the reader from the start where the passage is leading. It also helps the writer keep on the right track.

Placing the topic sentence in the middle of the paragraph is a helpful approach when you are writing about how things are alike (comparison) or how they are different (contrast).

Placing the topic sentence at the end of a paragraph results in a dramatic paragraph. By not stating a topic sentence until the end a writer creates a feeling of suspense that makes a reader want to keep on reading. A trained writer knows that the last sentence of a paragraph is the sentence that will probably be best remembered by the reader.

TOPIC : SENTENCE

Activity 1

Read the following lists. One item on each list is the title or topic, that is, the general subject of the items on the list. Underline the topic in each list.

1. Super markets
   Retail Stores
   Discount Shops
   Department Stores
   Specialty Shops

2. Horticultural Societies
   Hunting Societies
   Agricultural Societies
   Types of Societies
   Industrial Societies

3. Word Processors
   Business Machines
   Type Writers
   Computers
   Dictaphones

4. Planning the Yearly Budget
   Directing Group Meetings
   Organizing New Departments
   Evaluating Staff Members
   Management Functions

Activity 2

Read the following lists of chapter subtitles. Decide what topic or chapter title is appropriate for each list and write it on the line.

1. ____________________
   Paid Vacation
   Bonus
   Commission
   Medical Insurance

2. ____________________
   Narrative
   Descriptive
   Argumentative
   Analytical

3. ____________________
   Minicomputers
   Microcomputers
   Hardware
   Software

4. ____________________
   Meat
   Fruit and Vegetables
   Bread and Cereal
   Milk and Milk Products

5. ____________________
   Planets
   Alignment
   Meteors
   Stars

6. ____________________
   Property Liability
   Fire and Theft Protection
   Automatic Coverage
   Health and Accident Benefits

Exercise Taken From:
Reading and Study Skills
A Rhetorical Approach 1984

Source
Kimmelman, J. Krant, H. Martin, C.
Setzer, S. 1984.

Giving a topic to your writing helps you to guide your writing generally in a certain direction. A topic is the general subject of the items on a list, the sentences in a paragraph, or the paragraphs in a section. Recognizing that the topic of a paragraph is the general subject of the ideas in that paragraph helps direct your attention to the most important ideas. Knowing the paragraph topic builds a base for the reader and makes his comprehension easier. It provides a frame of reference for the subject you are writing about.

Activity 3

In the following paragraph, the topic sentence is missing. Read the paragraph closely, then answer the questions that follow.

At several long counters, students can quickly receive their lunches. Tables and chairs are plentiful and well - spaced. The lighting is bright. Walls are painted a cheerful color. A large number of trash baskets placed around the room make cleanup easy.

1. The main topic of the sentences in the paragraph is:

____

2. The point that the writer is making about the cafeteria is that it is [write out the correct word]
A. Unpleasant B. Good C. Poor

____

3. Write a topic sentence for this paragraph that both states the topic and gives an opinion about it. ______________________________

____

____

____

____

Activity 4

A. Write the topic sentence of each paragraph on the lines that follow the paragraph.

1. Eating lunch is one of my favourite things to do. Because lunch comes in the middle of the day, it gives me a welcome break from studying. At school, lunch means thirty minutes out of class and a chance to rest after the morning's work. While eating, I can plan what I'm going to do in the afternoon. Besides offering a pleasant break in the day, lunch is always a good meal.

____

____

____

2. Baby-sitting my little brother is no fun. Just as I settle down to read or watch television, he demands that I play with him. If I get a telephone call, he screams in the background or knocks something over. I always have to hang up to find out what's wrong with him. He refuses to let me eat a snack in peace. Usually he wants half of whatever I have to eat. Then, when he finally grows tired, it takes about an hour for him to fall asleep.

____

____

____

3. A bus driver must answer questions while guiding a bus through heavy traffic. All day long the driver answers the same questions without becoming angry. Every few minutes, a bus driver has to ask passengers to step to the rear of the bus. In spite of traffic snarls and thoughtless passengers who cause delays, a bus driver is expected to cover his route on schedule.

____

____

____

4. English is full of words that have gradually changed their meanings. One example is the word *graft*. The verb to *graft* first meant merely "to work." English people once used the word in such expressions as "Where are you grafting?" meaning "Where are you working?" "From this perfectly respectable meaning, the word has gradually changed. Today *graft* refers to illegal gains won by dishonest politicians.

____

____

____

5. When a king or queen of England is to be present in the House of Lords, no peer ever shows up with gloves on. The reason for having bare hands is one way of making sure that no one carries hidden weapons. This precaution goes back to the days when gloves were much larger, and plots against the monarch quite frequent.

____

____

____

Activity 5

Unscramble these five groups of sentences by first choosing one as the topic sentence. Write its number on line A. Write the remaining sentence numbers in correct order on the remaining lines. then write out the correct paragraph on a separate sheet of paper.

1. A.________________ (Topic Sentence)
   B.________________
   C.________________
   D.________________

   1. In addition, the hogans (Navaho dwellings) are still standing, though some of them now have red roofs.
   2. Nor have their customs changed very much, even if their tribal councils meet in handsome ranch houses owned by the tribe.
   3. Actually, Navaho life is in very little danger of disappearing.
   4. True, there were far more pickup trucks than wagons on the Navaho reservation, but many families still have wagons, and most own horses.

2. A.________________ (Topic Sentence)
   B.________________
   C.________________
   D.________________
   E.________________

   1. They never seem to be working.
   2. It seems to workers that students lead easy lives only because students work and relax at different times from workers.
   3. Working people sometimes think that college students live a very easy life.
   4. The truth is, though, that most students spend as many hours in class or at their studies as workers do at their jobs.
   5. To them it appears that students have little to do: They sleep late, talk for hours over coffee, and go to parties every night.

3. A.________________ (Topic Sentence)
   B.________________
   C.________________
   D.________________
   E.________________

   1. For example, you don't need many clothes.
   2. However, despite these advantages, those who have lived in warm climates and in cold climates often prefer a cold climate because it is less monotonous and offers winter sports.

3. In addition, you don't have to shovel snow or pay heating bills.

4. Living in a place where the weather is always warm has its advantages.

5. You can wear lightweight, inexpensive, and easy-to-clean cotton clothing all year.

4. A.________________ (Topic Sentence)
B.________________
C.________________
D.________________

1. However, one thing some of them never seem to get used to is American food.

2. When people from Asian countries come to the United States, it takes them quite a while to get used to American ways.

3. Over a period of time, though, these newcomers do become accustomed to American life.

4. They find much in America that seems strange to them; indeed, everything seems strange at first.

5. A.________________ (Topic Sentence)
B.________________
C.________________
D.________________

1. The Grand Canyon may be a wonderful sight, as it was for the Spaniards, or a scientific event or a religious experience- and it may well be all three.

2. The first white men looked into the great Canyon in 1540.

3. The greatest sight of all, unparalleled in the world, and one that everyone wants to see is the Grand Canyon.

4. They were a side party scouting from Coronado's main force, and they were awestruck.

Source:
Bander. R, G. 1980

CONTROLLING IDEA

Activity 6

Below are some topic sentences. Underline the controlling idea and then write the questions that you need to ask in order to identify the controlling ideas.

Example

I spent a busy day yesterday.

Question/s: how ?

1. There are several things you need to do before travelling.

   Question/s:____________________

2. It is important for everyone to have a balanced diet.

   Question/s:____________________

3. Students studying in universities have many problems.

   Question/s:____________________

4. There are a number of good eating places in Lahore.

   Question/s:____________________

5. Some people like to have an early dinner.

   Question/s:____________________

6. There are many advantages of having an early dinner.

   Question/s:____________________

7. Jallo park in Lahore presents many interesting activities for children.

   Question/s:____________________

8. I enjoy playing with my baby nephew.

   Question/s:____________________

9. She helped her friend overcome her problems.

   Question/s:____________________

The topic sentence introduces the paragraph. It gives the topic and usually the focus or point of view the paragraph will develop.

Examples

1) *Very small computers have enormous advantages.*
Topic: small computers
Focus: advantages

2) *Computers are threatening people's jobs in many industries.*
Topic: computers
Focus: job threat

Activity 7

Read the following topic sentences. For each, fill in the required information. Work alone, or in groups.

1. Many ways of communicating exist that do not utilize language.

Topic: Ways of communicating

Focus: ______________________________

2. There are three kinds of books owners.

Topic: ______________________________

Focus: ______________________________

3 a. The Copper Kettle and the Underground are the latest additions to the restaurant scene in this city; they are similar in several respects.

Topic: the two restaurants, The Copper Kettle and the Underground.

Focus: ______________________________

b. In all other respects these two restaurants differ.

Topic: The two restaurants, The Copper Kettle and the underground.

Focus: ______________________________

4 a. Anorexia nervosa is an emotional illness in which sufferers don't let themselves eat.

Topic: ______________________________

Focus: ______________________________

b. What causes anorexia?

Topic: ______________________________

Focus: ______________________________

Source
Pagurek, J. 1984

Activity 8

Write out the words that express the controlling ideas in these topic sentences. (A controlling idea tells how a paragraph will be developed).

Example *You follow eight steps in changing an automobile tyre* *__eight steps__*

1. Most successful movies have a few qualities in common.

____

2. A person can look for a job in several different ways.

____

3. Homeowners can order various kinds of telephone service.

____

4. There are many advantages and disadvantages to the fast-food restaurant chains in the United States.

____

5. People pick up materials to read for many reasons.

____

6. Many different kinds of part-time jobs are available.

____

7. People try many types of cosmetics to improve their looks.

____

8. Students have various reasons for choosing where they want to sit in a classroom.

____

9. Some holidays are more festive than others.

____

10. Developing a plan for organizing a locker is important.

____

11. Society is trying many different approaches to discourage people from smoking.

____

12. A young person needs to learn ways to become self-reliant.

____

13. Parents have different methods of giving their children an education.

____

14. Studying for tests calls for a methodical approach.

____

15. Certain guidelines help a family to live together happily.

____

Activity 9

Revise the following topic sentences by adding controlling ideas when necessary. Circle all controlling ideas.

Example	*(No controlling idea).*	*Karachi is a Cosmopolitan city*
	(Improved by adding controlling Idea)	*Karachi is the home of people of different nationalities.*

1. Many families own pets.

____

____

____

2. I like television horror movies.

____

____

____

3. Magazines are interesting.

____

____

____

4. Blue jeans are popular.

____

____

____

Activity 10

Step 1: Develop the following words into specific controlling ideas.

Step 2: Expand the controlling ideas into topic sentences.

Example WEATHER

Step 1: *lightning, thunder, and hail*

Step 2: *Yesterday the biggest storm of the year brought us thunder, lightning, and hail.*

1. Movie

Step 1:____________________

Step 2:____________________

____

____

2. Situation

Step 1:____________________

Step 2:____________________

____

____

3. Musical instruments

Step 1:____________________

Step 2:____________________

____

____

4. Moods

Step 1: ______________________________

Step 2: ______________________________

____

____

5. Experience

Step 1: ______________________________

Step 2: ______________________________

____

____

6. Game

Step 1: ______________________________

Step 2: ______________________________

____

____

7. Decision

Step 1: ______________________________

Step 2: ______________________________

____

____

8. Teachers

Step 1: ______________________________

Step 2: ______________________________

____

____

9. Achievements

Step 1: ______________________________

Step 2: ______________________________

____

____

Adapted
Bander, R.g. 1980

CONCLUDING SENTENCES

There are different ways to conclude a paragraph. One way is to restate the topic sentence. However, exact words should not be repeated. The topic sentence should be reformulated or, if appropriate, restated as a question.

Example

Topic Sentence	Concluding Sentence
English is hard for me to learn	*Reformulation: I hope I can overcome these difficulties.* *Question:* *Can you see now why English is so difficult for me to learn?*

Another way to conclude a paragraph is to summarize, in one sentence, the contents of the paragraph. Adverbial connectives such as in short, to sum up, for these reasons are useful for introducing such summarizing statements.

Examples

Topic Sentence	Concluding Sentence
Can we learn anything from television?	*In short, T.V. has much to teach us if we choose our programmes carefully.*

When it is appropriate the final sentence of a paragraph can also be a recommendation, a suggestion, or a warning.

Activity 11

Below are groups of sentences which could form the body of a paragraph. However, they require a topic sentence and concluding sentence. Work in pairs or groups. Read the sentence groups carefully to discover the main idea. Then, in the space provided write the topic and concluding sentences.

1. Choose topic sentence a, b, or c below and explain your choice.

   Topic Sentence____

   ____

   For example, geography is needed for an understanding of economics because natural resources and transportation affect production and distribution of goods. Changes in engineering affect economics. Psychology is also related because it can help the economist understand why some people want some products and not others. Because it is necessary to calculate averages and trends, mathematics is important to economics. Finally, the language and the writing method used may help or hinder trade.

(Concluding sentence)____

____

Topic sentence:

a. Economics is an important field of study.
b. Economics is related to many other fields of study
c. Economics is tied to geography and psychology.

2. Topic Sentence____

____

The popular pocket calculator is an example of a tiny computer for everyday use shopping, banking, or any activity requiring numerical calculations. A similar device, using the alphabet instead of numbers, can be used for simple translations. In a doctor's office, computers can take medical records. Some experiments are even being done with computers making diagnoses of common complaints. Computers can make legal matters easier by quickly recalling relevant precedents. Many areas of teaching, such as languages and mathematics, can utilize computers too.

(Concluding sentence)____

____

____

3. (Topic Sentence)____

____

Everyone knows about the presence of caffeine in coffee and tea, but it may not be generally known that caffeine is present in cola drinks. Products made with cocoa. like hot chocolate and chocolate bars, include this stimulant too, although its presence is not readily evident to us. Prescription and nonprescription drugs used for headaches, coughs, and colds also contain a considerable quantity of it.

(Concluding sentence)____

UNITY

Activity 12

A paragraph which has all its sentences focusing on one idea is said to have unity. Reading the following paragraphs will help you understand unity.

The Eskimos in the far northern part of Alaska used to play dominoes for very high stakes. Chess is also a popular game in many parts of the world. Sometimes an Eskimo would even put up his wife as a stake and lose her. Yet a good wife would often manage to change this situation. She would sit down to play dominoes and win herself back for her former husband.

In this paragraph you read an interesting anecdote about Eskimo culture. Yet you may have noticed that something is wrong with this paragraph. For some reason, the paragraph does not read as smoothly as it should. In fact, we need to remove a sentence from the paragraph to make it work better.

On the lines below, write the sentence that should be removed from the paragraph.

____

Activity 13

A. Choose four sentences from the following list to fit in the correct order into the paragraph beginning with the topic sentence "Noor is athletic."

a. Salma is intelligent.
b. She is excellent at judo karate.
c. She has won many swimming awards.
d. The girls in my class are quite different from each other.
e. Saadia is an artist.
f. Her team-mates chose her to be captain of the basketball team.
g. Iram is the best dancer in school.
h. No one in school can catch up with her at the track meets.

TS: Noor is athletic.

1.________________

2.________________

3.________________

4.________________

B. Choose one of the sentences from the (a) through (h) list in question A as the topic sentence for the following paragraph. Then select three sentences to fit in the outline.

TS:__________

1.______________

2. Noor is athletic

3.______________

4.______________

Activity 14

Some of the following paragraphs are not unified because they contain sentences that do not relate to the controlling idea. If you find such a sentence, underline it. Then write out each paragraph, leaving out any sentence you have underlined. Write on a separate sheet of paper.

1. Because a sprained ankle offers all the benefits of an illness and few of the disadvantages, it is a very popular complaint. It never kills anyone, and it always gets better in a short time. It brings sympathy and is a reason for a week's absence from school. The headmaster checks into unauthorized absences. Since there is usually no pain except when the ankle is moved, it given its victims a perfect rest and a delightful reason to be waited on.

2. Truly, nylon is a magic word. First, it is a mystery of chemistry. Second, it is made by what seems like a sleight-of-hand process. Third, it has many artful uses. Fourth, cotton is not as heavy as wool. Fifth, the future uses of nylon may cause as much surprise as the sight of a white rabbit being pulled out of a magician's hat. Nylon is a miracle of modern science.

3. The discovery of America was an accident. It was the result of Europe's desire for trade with China and India. In 1942, Christopher Columbus set out under the flag of Spain to find a direct sea route to the rich trading areas of the Far East. He hoped to find a shorter route to China and India. So he sailed due west across the Atlantic. Instead, he found two huge continents that were until then unknown to Europe. They blocked his way to the Far East. These two continents were North America and South America.

4. Learning a foreign language has changed. Not so long ago, students would sit with pens in hand, writing the basic forms of a language, learning structures they would never be able to speak. In that same classroom today, pens and notebooks have been put away. The spoken sounds of a foreign tongue fill the room. Today the last skill learned - writing a foreign language - comes as a natural and possible part of the total language-learning process. Yet, just a few years ago, the last skill learned was the first skill mastered today-speaking a foreign tongue. To visit some foreign countries, travelers have to apply for visas.

5. Some teachers seem to be good teachers. But they are not, even though their students have no special fault to find with them. They are not good teachers because they have no social vision, no social urge, no fight. They know their respective fields well. they have orderly minds. Their courses are well planned and efficiently taught. Yet something keeps them from being a great teacher like Socrates. No top-notch teacher, is more interested in the subject being taught than in students or social progress. A good teacher never ceases to think of the fates and

sorrows of fellow beings. A good teacher is always eager to bring about a social structure in which people will be free to be themselves. European countries seem to accept individuality much more than the United States does.

Activity 15

In the paragraphs below, the first half is written for you. Choose one of the paragraphs and complete it. Make sure that each sentence you add refers to the controlling idea in the topic sentence. Write a unified paragraph. On a separate sheet of paper.

1. Students have different ways of studying. Some students work in their rooms. Others prefer to do their homework in the library. Although some students try to do homework as soon as possible after class, other students put it off until the last minute.

2. A bank offers many services to its customers. Perhaps the most popular service for many people is a checking account. A large number of people also open savings accounts.

3. Sometimes it's hard for a student to have an active social life. Students spend many hours each week in classes. Their homework also takes a lot of time.

Source:
Bander, R.G. 1980.

COHERENCE

A paragraph is coherent when it maintains relevance among the sentence units. In a longer discourse, every paragraph carries one idea and relates to the others. In forming a coherent sequence of ideas, like links in a chain, the paragraphs create a connected whole. To alert the reader to the relationship between one idea and another, transitional devices are used.

Ideas in a paragraph should logically follow each other. There should be a sense of movement or flow, a going forward and building on what has been said before. A writer makes sure a paragraph will be coherent by planning how to build the paragraph before writing. There are different ways of developing a paragraph. Depending on the subject matter, you can select from any of the following ways:

- from a general statement to supporting facts
- from supporting facts to general statements
- in order of time or space
- from the most important reason or example to the least important reason or example, or vice versa.

Activity 16

Revise the lettering of the following sentences so that this new order will form a coherent paragraph. Then write out the paragraph on a separate sheet of paper.

1.
   a. When he was almost at the top, his foot slipped on a loose rock, and he nearly fell 1,000 feet down the steep side of the peak.
   b. At the bottom, Professor John Mathewson sprained his ankle.
   c. Finally, Professor John Mathewson crawled to the top of Mt. Everest.
   d. It had been a long, hard climb to the top.
   e. Partway up he lost his rope.

2.
   a. Then, too, my mother wanted me to stay close to my sister.
   b. I argued that two years of study abroad would help me a lot at this point in my career.
   c. For one thing, my father was not well.
   d. Finally, my sister offered to stay home alone during my absence.
   e. I found it hard to leave my home and travel to another land.
   f. This made some of my problems begin to vanish.

3.

a. Behind the house, a hill rose sharply.

b. Standing at the edge of the road, I looked up the gently winding driveway that climbed to the front of the house.

c. I had never seen such a lovely setting for a house.

d. The hill ended in a curved peak that seemed to frame the whole scene.

e. The house stood on a level space surrounded by tall oak trees.

4.

a. He spent the first fifteen minuted of the hour working on the first of ten examination problems.

b. He spent several minutes doodling on his test paper.

c. Jalal did not complete his mathematics examination yesterday.

d. Like many college students, he does not know how to use time profitably during an examination.

5.

a. Then you will come to a hallway leading to the library's music room.

b. Walking around the information desk to the left, you will pass a children's reading room on your right.

c. The sign reads, "To the Music Room."

d. As you enter the main door of the library, you will see the information desk right in front of you.

e. At the end of the hallway you will see a sign.

(adapted
Bander, R.G. 1980)

COHESION

Good writing has links which help to tie it together. One of the commonest links is that repeated nouns which become pronouns. Some of the most important cohesive device writers use or need to know how to use are referents: the personal, interrogative, relative and demonstrative pronouns which schematically relate (1) to words or ideas previously mentioned in the text (cataphoric), (2) to words and ideas which will soon appear in the text (anaphoric) or (3) to persons or ideas outside the text (exaphoric). For readers to understand the writer's meaning, references must be clear; the pronouns must specifically relate or point to something else in the text or to a clear reference outside the text.

Personal	-	I, you, he, she, it, we, they, me, him, her, them.
Demonstrative	-	this, that, these, those, them.
Interrogative	-	(person) who, (place) where, (time) when, (thing or idea) which, that and what.

Writers use these links to help tie paragraphs together. However, when there may be a misunderstanding or when a repeated noun comes a long way after it is just mentioned, the full noun is used.

Activity 17

Rewrite this paragraph. Replace the nouns in italics with pronouns, only if there is no danger that the reader will misunderstand.

1 Newton is one of the fathers of modern science. 2 *Newton's* theory of gravity showed that just as the Earth attracts a falling apple, so *the Earth* attracts the Moon. 3 *Newton* explained that *the Moon* does not fall because *the Moon* is moving round *the Earth*. 4 *The reason* applies also to the planets which are attracted by the Sun. 5 *The planets* do not fall towards *the Sun* because *the planets* are in motion round *the Sun*. 6 Others had tried to explain *the motion of the planets* but none of *the others* had produced as good a theory as *Newton*.

Activity 18

In this paragraph, show the links by joining the numbered words to other words.

A placebo is a medicine which is given to benefit or to please a patient but not because of its action as a drug. Instead the benefit (1) comes from the psychological effect of taking the drug (2). Often the patient (3) feels better, but the improvement may last only a short time. Doctors should therefore prescribe dummy drugs (4) only after other treatment has failed. In addition, the substance (5) should be cheap and harmless unless the patent is paying for it (6) himself. In this case high cost often increases effect.

Source:
Glendinning. E. Mantel. H. 1983

MEANING LINKS

In addition to the basic characteristics and forms of the paragraph, a good writer uses a variety of techniques to develop his idea. Some of these techniques are as follows:

Example: A paragraph developed by examples gives the reader many facts which help to make the topic more concrete and easily understood. This technique is often applied when the topic of the paragraph is very broad or abstract.

Cause and effect: a paragraph developed by cause and effect shows the relationship between two statements; that is, one element results from the other. In this style of development, the writer can list several effects resulting from one cause, or he can list several causes to support one effect.

Comparison and contrast: a paragraph developed by comparison and contrast identifies the similarities or differences between two items by pointing out several qualities of both.
Definition: when a writer uses a word that might cause confusion or misunderstanding, he must clarify the meaning for the reader.

Analogy: Instead of explaining the idea directly, the writer may use an analogy, which is a simple situation that has some similarities to the main idea of the paragraph.

TRANSITIONAL DEVICES

These often appear between sentences or between paragraphs and serve to link them, so that the direction of ideas becomes clear and their sequence flows smoothly. Transitional devices (or discourse markers) are divided into two groups according to function: sentence linkers and paragraph linkers.

Sentence linkers connect two sentences and show the relationship between them.

1. To show addition:

and	moreover
furthermore	in addition
also	again
besides	

Example

The house is too far from school:

further more, the price is too high.

2. To show contrast:

but	on the other hand
however	yet
nevertheless	on the contrary
unlike	instead
although	whereas

Example

Yasmin loves cats; however, she hates dogs.

3. To show comparison:

likewise	in the same way
similarly	in like manner
correspondingly	

Example

A person who is very talkative is not liked by everyone. Similarly a quiet person is also not universally liked.

4. To show emphasis:

in fact	indeed
certainly	as a matter of fact
actually	

Example

Even though Aslam is a quiet person, he is liked by everyone. In fact, he is always invited to parties.

5. To show concession:

even though	although
though	despite this
nevertheless	

Example

Although the price of commodities has gone up, people are still buying a lot.

6. To introduce an example:

for example	for instance
that is	in other words
in particular	

Example

He has no concept of respect: for example, he never greeted my mother when he saw her in the bazaar.

7. To introduce a reason or a result

thus	then
as	hense
consequently	for this reason
accordingly	because of this
so	since
therefore	

Example

She could not attend this lecture because she arrived late.

8. To introduce a conclusion:

in summary	to sum up
finally	in short
in conclusion	

Example

Salma didn't get up in time in the morning, and she didn't change her clothes; in short, she behaved in a very odd manner.

9. To show a sequence:

first, second	after that
next	letter
then	

Example

To make a cake batter you have to first mix the sugar and butter till creamy. Second, mix the eggs. Third, add the flour.

Some of these transitional devices must be preceded or followed by special punctuation.

Paragraph linkers connect a following paragraph to a proceeding one. Most of the discourse markers listed above are used as both sentence linkers and paragraph linkers. However, some sentence linkers, such as and, but, or, then, do not ordinarily function as paragraph linkers.

Activity 19

Link each statement in column A with a qualification from column B. Remember to change repeated nouns to pronouns.

	A	B
1.	Mars is like Earth in some ways.	The gold is not easy to recover.
2.	The sea contains a lot of gold.	We are not trying hard enough to find new sources of energy.
3.	All the oil in the world will soon be used up.	Rice is not grown much.
4.	Nuclear power can be used to make electricity	People can buy less
5.	When there is inflation, people earn more money.	Man cannot live on Mars.
6.	Rice can be grown in Europe	Many people are against using nuclear power.

Often when a statement is qualified, the reader expects a reason to support the qualification.

Example

There is plenty of food in the world but many people do not have enough to eat.

Why?
Can you give reasons for this?
Because:

1. *Food supplies are badly distributed.*
2. *Poor people cannot afford to buy it.*
3. *Adequate transport is not available.*
4. *Black marketers hoard food.*

These are some of the reasons which could be in support of the statement:

There is plenty of food in the world but many people do not have enough to eat.

Activity 20

Try to combine the above reasons to support statement and then with the help of link words, combine the reasons to form a paragraph. Words, can be omitted and other changes made.

Activity 21

Example help the reader to understand difficult points. They also help develop a general statement. For each of the following statements; write a paragraph which includes the statement as well as examples of your own.

1. Man is spoiling the Earth by air, water and noise pollution.
2. Many natural materials are used in building.
3. Animals serve us in different ways.

adapted
Glendinning, E. and
Mantel, H. 1983

Activity 22

Write a paragraph using your own reasons on:

Why I am attending this class.

Directions

Step-1. Think about your reasons. List each of them briefly.

Step-2. Think about your topic sentence. Do you have several reasons, two reasons, or only one reason? The number of reasons will affect the may in which you express the topic sentence. The teacher will help students in deciding what to say in their topic sentences.

Step-3. When you have written your topic sentence, write your supporting sentences, using reasons you listed above. This time you should write complete sentences.

Step-4. Go over your sentences and change and improve them all you can, for this is a rough draft.

Things to watch out for:

- did you indent the first line?
- does every sentence begin with a capital letter and end with a period (full-stop)?

Adapted
Horn, V. 1977

Topics that can be developed by using reasons.

- Dictionary is an important book to have.
- First impressions are misleading.
- A small car is very practical.

Activity 23

By way of warm up students should answer these questions :

What is stress?

Do you know someone who suffered from stress?

Is it harmfull?

Have you ever suffered from it?

There are four general statements in the list of sentences below identify them and fill in the numbers of these statements in the boxes numbered 1,2,3,4 in the diagram.

1. By continually bothering us, people create stress for us.
2. Stress cannot be predicted.
3. Alternatively, a trivial office job can be very boring and irritable for a young person.
4. Stress can be of two types: healthy and harmful.
5. Most of these adjustments take place unconsciously.
6. It is easy to look back on an experience, knowing it has done harm, and say that stress caused it.
7. We are continually trying to adjust ourselves to the changes taking place about us.

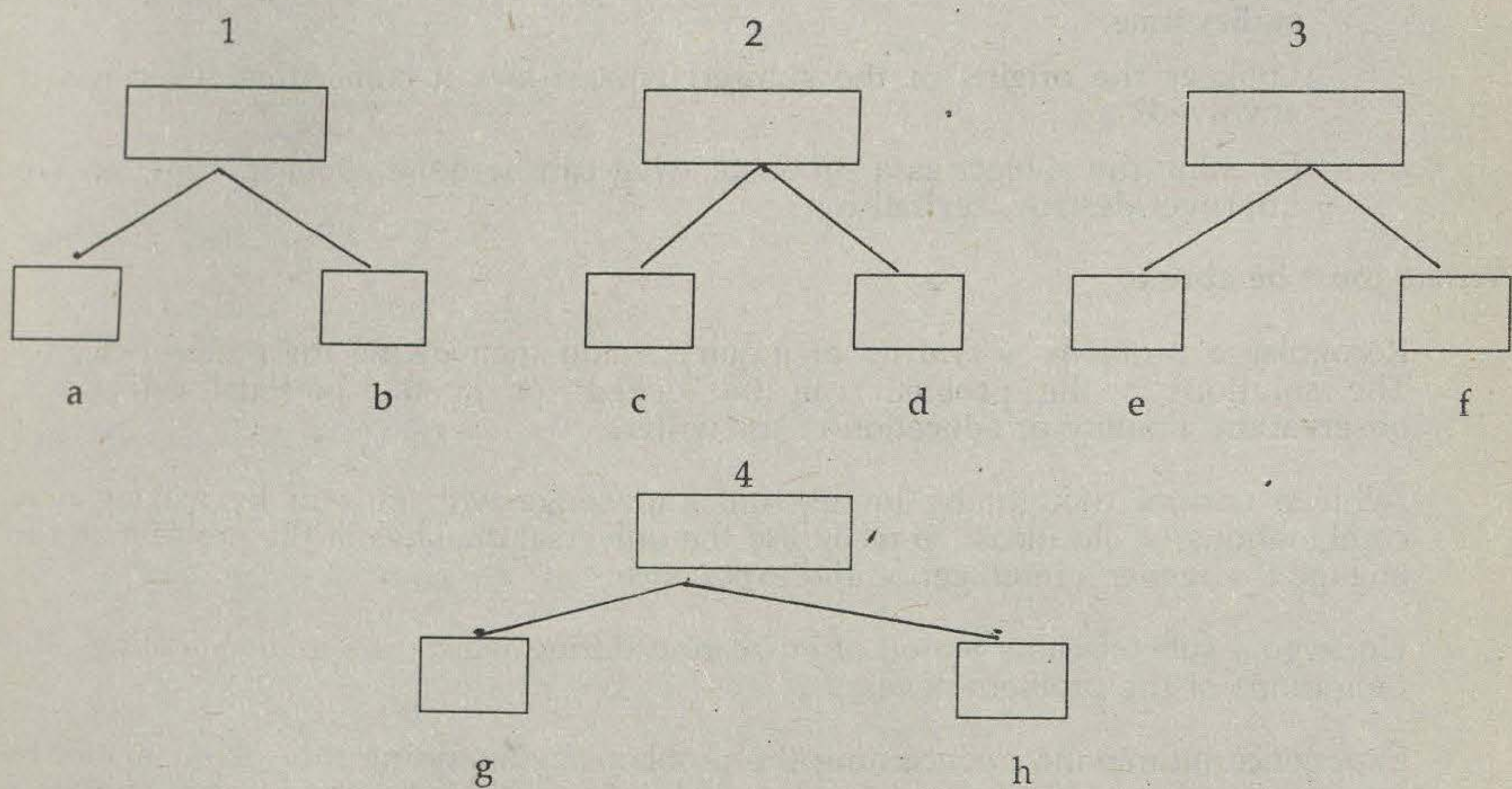
8. In healthy stress, a rapid adjustment to the change occurs.

9. The reaction of the mind and body to change can be described as stress.

10. Mental and physical suffering are caused by changes to which we cannot adjust.

11. For example, a man who takes up a job as a long-distance lorry driver may find that his body reacts badly to irregular meals, and develops a duodenal ulcer.

12. It cannot be easily predicted in advance that a particular experience may be harmful to us.



Now find two supporting statements or examples which belong to each general statement and write the numbers of those sentences in the correct boxes numbered a, b, c, d, e, f, g, and h.

These four paragraphs make an essay defining stress. Now to write these four paragraphs in copies in the most sensible order and give the essay a title.

Adapted
Hedge, T. 1988.

UNIT 2

ESSAY

To approach any writing task honestly, writers must be able to look at many sides of a question, take into account conflicting data, consider relative merits of alternative hypotheses, concede weaknesses and claim strengths in conclusions:

- Stay with what seems to be a barren subject: analyse it from many perspectives.
- View the subject in relation to time: explore values of time; compare with earlier time.
- Look at the origins of the subject: where does it come from? How has it envolved?
- Examine the subject as a problem: what can be done about it? How can we improve, destroy, revitalise it?

Writers must be able to:

- Recognise a problem as worthy of inquiry... and then define the problem clearly. The solution to the problem can be looked for in the personal experience, observation, reading or education of the writer.

- Achieve natural thought by linking old knowledge with new or by making new combinations of old ideas, to recognise the universal qualities of the problem and to engage the reader's intelligence and experience.

- Undergo a subconscious period of incubation during which new understandings and definitions of the problem develop.

- Experience illumination concerning the problem, by analysing the subject matter by focusing on the problem, by seeing possibilities for solutions, and by verifying these solutions.

GETTING STARTED

Drawing on personal knowledge, experience and feelings helps writers discover what they have to say. The process of writing contains a number of stages which are represented in the following figure:

being motivated to write →	Getting ideas togather →	Planning and outlining →	Making Notes →	Making a first draft →	Revising replanning redrafting →	Editing and getting ready for Publication / teachers

Writing is a recursive process and not linear as the above diagram indicates. In general, writing involves these overall stages, but the writer moves backwards and forwards between drafting and revising, with stages of replanning in between. Good writers concentrate on getting the content right first and leaving details like punctuation, spelling and grammar until later.

Revision involves assessing what has already been written, keeping the following in focus:

- clarity of expression.
- inclusion of all the important points.
- hazy areas which the reader may not comprehend.
- discourse markers and linkers to guide the reader.
- avoidance of repetition .
- proper arrangement of paragraphs

Redrafting makes the writing more effective. In essay writing, one needs to answer questions like these:

1. What do you know?
2. What do you like?
3. What do you think?
4. What ideas do you have?

Evidence Lists for Ideas

Where do you get your ideas?

- memories
- experiences
- impressions

Topics for a List of Opinions

1. Children should be seen and not heard.
2. Wars settle disputes/don't settle disputes.
3. Home work should be abolished/not abolished
4. Elders should not be obeyed all the time.
5. Women contribute as much as men to society.
6. Pollution will kill mankind.

Activity 24

For each of the above, give a list of supporting evidence. Form groups and make every person in the group contribute one piece of evidence to the list.

The following list will help you find more evidence. The more evidence you collect, the more convincing you become. The specific evidence list:

I recall	I weigh	I decide
I notice	I read	I define
I measure	I inquire	I reason
I compare	I explore	

It is also important to select evidence that supports your opinion if you want to persuade others that you are right. In order to do this, it is useful to gather more information than you will need. Then you will have more choices.

Activity 25

Make lists of the evidence that supports the opinions given. If you run out of ideas, use the specific evidence list above.

1. There is a street near my house which is very frightening.
2. I feel embarrassed in a new situation.
3. I am worried, but I think it will be all right
4. Some TV is bad.

Example

Below is a list of evidence for the statement:

'There is a street near my house which is very frightening'

1. *I have been strictly forbidden to go there.*
2. *It is a hideout for outlaws.*
3. *A policeman was killed there during a brawl.*
4. *There are many drug addicts roaming around and they are desperate for money.*
5. *There have been a few robberies.*

After you create a similar list from any of the four mentioned statements, develop the list into a paragraph. Try to convince your reader that you are right.

PREWRITING TECHNIQUES ACTIVITIES AND STRATEGIES

Brainstorming

Brainstorming is a technique to help you think of ideas. Choose your topic first then write down anything that comes to mind about the topic.

Example

Topic : *A Rainy Day*

Ideas:

Heavy showers
drizzling, cold
depressing
staying indoors
puddles
cold feet
catching a cold
Running for cover
Monsoons
Humid
Closed windows
Grey clouds, thunder
Gloomy
Reading books
Slushy streets
No swimming
dripping

(Student's Writing)

Activity 26

Jot down any ideas that come to your mind on the following topic:

Think about any natural disastor in your country. And write about the kind of aid which can be given to the victims.

Activity 27

Write down any ideas in the form of words phrases etc. on the topic:

(A Childhood Memory)

Thesis Statement

The essay, like the paragraph, is controlled by one central idea. In the essay, the sentence containing the central idea is called the THESIS STATEMENT. The thesis statement is similar to the topic sentence in that it contains an expression of an attitude, opinion, or idea about a topic; unlike the topic sentence, however, the thesis statement is broader and expresses the controlling idea for the entire essay. In fact, each of the developmental paragraphs should have a controlling idea that echoes or relates to the controlling idea — central idea — in the thesis statement.

Here are a few points to remember about the thesis statement:

1. The thesis statement should be expressed in a complete sentence. Since the thesis statement is the main statement for the entire essay, it should express a complete thought; state the focus towards which your ideas and thoughts will be directed. And since it makes a statement, it should not be written as a question.

   Not a thesis statement: My fear of the dark.
   Thesis statement: My fear of the dark has made my life miserable.

2. A thesis statement expresses an opinion, attitude, or idea; it does not simply announce the topic the essay will develop.

   Not a thesis statement: I am going to discuss the effects of radiation.
   Thesis statement: The effects of radiation are often unpredictable.

3. A thesis statement should express an opinion; it should not express a fact. Since the thesis statement expresses an attitude, opinion, or idea about a topic the thesis statement is really a statement that someone could disagree with. The thesis statement, therefore, is a statement that needs to be explained or proved.

   Not a thesis statement: Cows produce milk.
   Thesis statement: The milk cows produce is not always fit for human consumption.

   Not a thesis statement: There are many advantages and disadvantages of going to college. (Not an arguable point).

Thesis statement	The advantages to going to college far outweigh the disadvantages.

4. A thesis statement should express only one idea toward one topic; if a thesis statement contains two or more ideas, the essay runs the risk of lacking unity and coherence.

Not a thesis statement:	Going to college in the Midwest can be fun, and I have found that living in a suburb of a large city is the best way to live while at college.
Thesis statement:	Going to college in the Midwest can be fun.

Source
Unknown

Activity 28

Select any one topic from the list below and jot down ideas that come to your mind regarding the topic. The brainstorming can be done individually or in groups as your teacher instructs.

Now narrow down these ideas to a thesis statement. Every student or group must have a different thesis statement.

Topics

- Computers
- Travel
- Television
- Northern Areas of Pakistan.

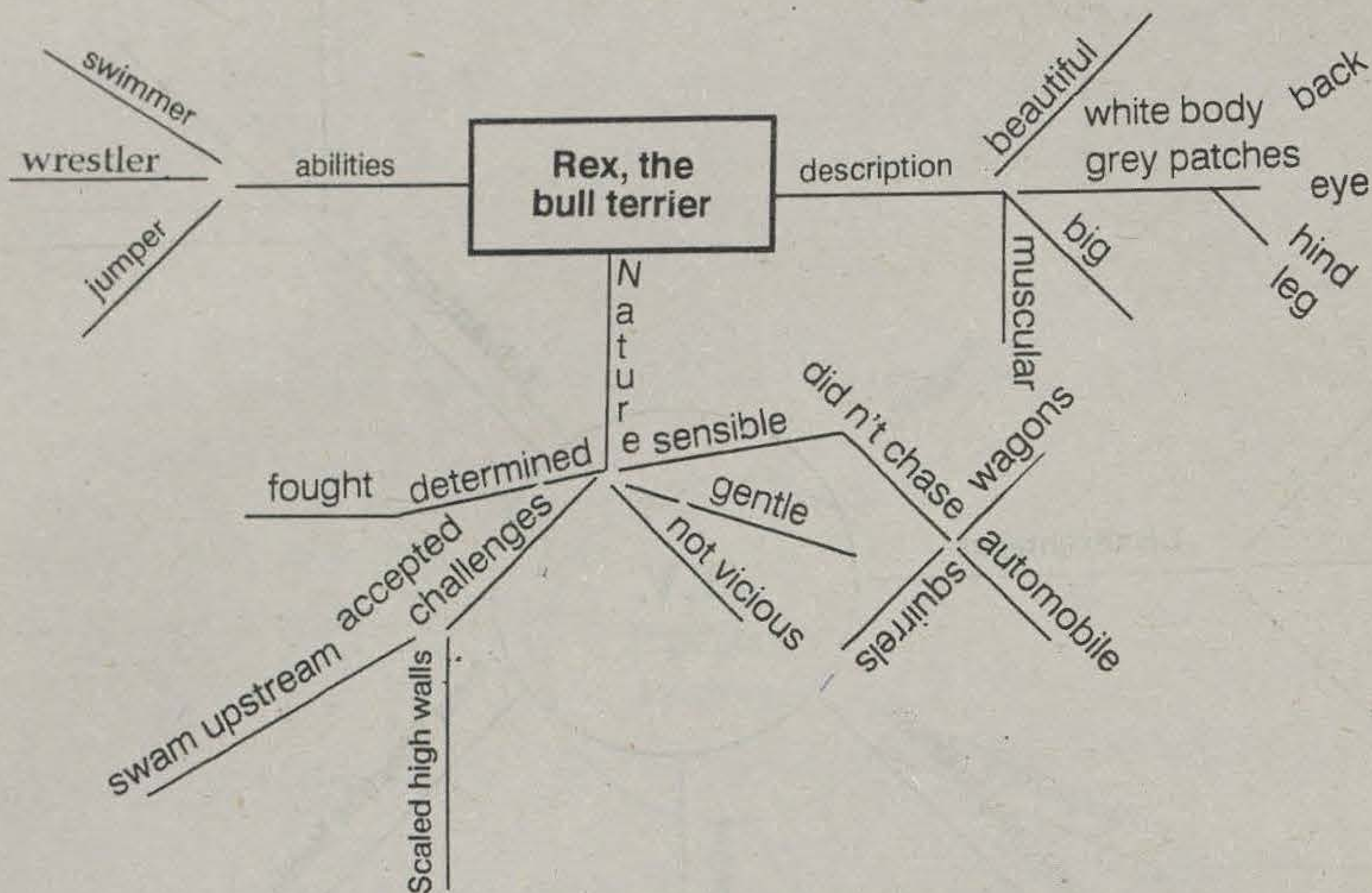
Mindmaps

The brain's capacity to make almost infinite connections and associations between different words and ideas can be used to advantage. Jot down ideas similar to the pattern in example below; ideas are jotted down as they come, organising them by writing individual keywords on connecting lines.

This pattern has a number of advantages:

- The central theme is clearly defined.
- Concentration is improved, because once a branch has been developed in enough detail one can return to the centre and start again, not loosing sight of the main theme.
- The key or most important headings stand out clearly being close to the centre, while details, examples and so on are nearer the edge.
- The links between key concepts stand out.
- Adding on new ideas is easy and the whole pattern can grow naturally.

Example



Activity 29

Selecting ideas from the above mindmap on 'Rex The Bull Terrier' write a thesis statement. The thesis statement can be about any one of the following aspects:

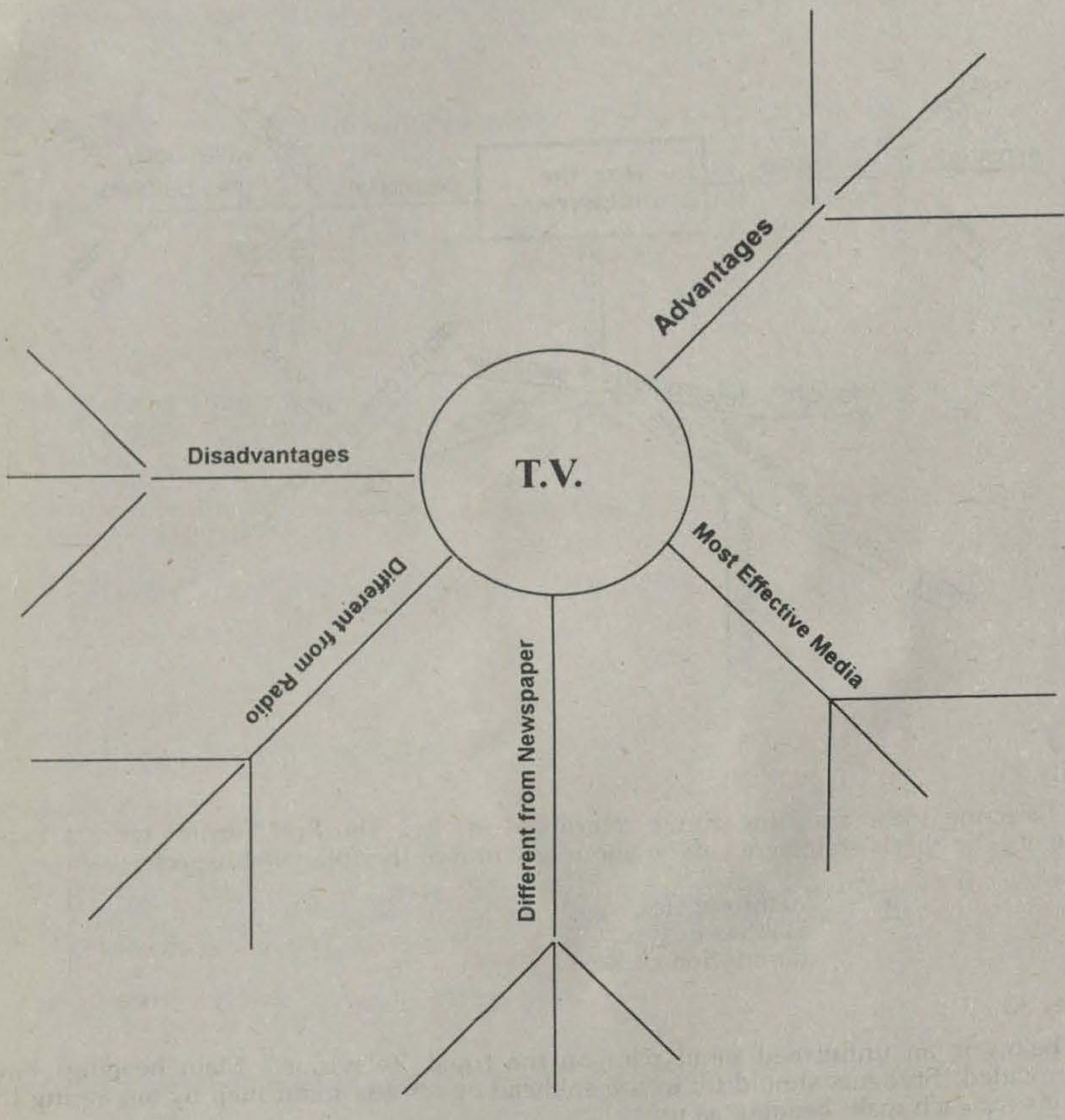
- nature of Rex.
- abilities of Rex.
- description of Rex.

Activity 30

Below is an unfinished mind map on the topic 'Television'. Main headings have been provided. Students should fill in the subheadings in the mind map by answering the questions for each main heading as under:

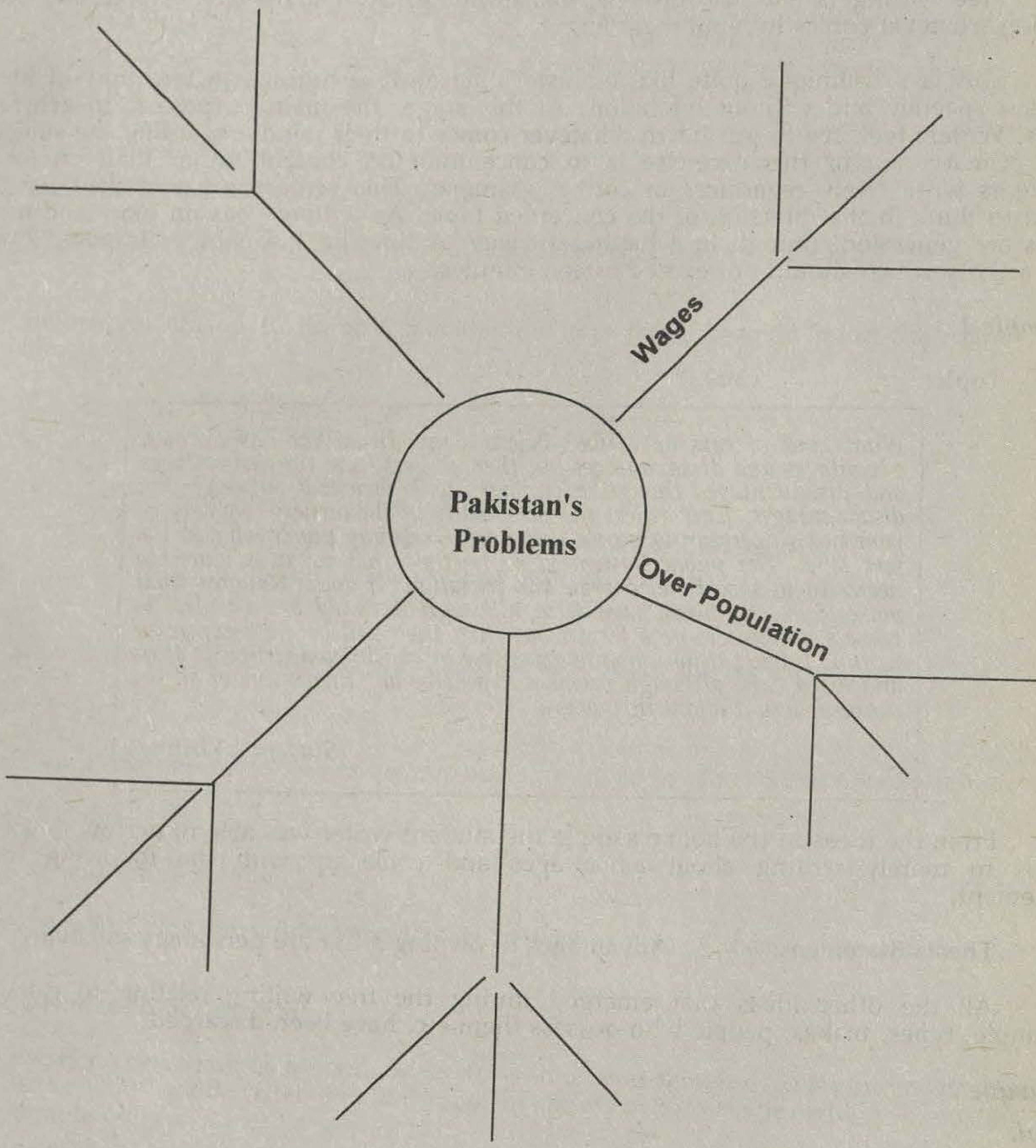
Advantages	What ?
Disadvantages	What ?
Most effective media	How?
Different from newspapers	How?

You can use only single words and phrases for sub-headings.



Activity 31

Below is an unfinished mindmap on the topic 'Pakistan's Problems'. Two main headings have already been provided you are required to give three reasons for each of these and in addition you are required to think of three other main headings which can be Pakistan's problems. For each of these new main headings, give three reasons as sub headings.



You can use only single words and phrases for subheadings. Write down a thesis statement using the ideas in the mindmap.

FREE WRITING

Free writing is another form of brainstorming. Students select a topic and start writing whatever comes to mind regarding it.

This is a technique quite like brainstorming as it encourages a free flow of ideas written speedily and without inhibition. At this stage, the main purpose is to generate ideas. Writers feel free to put down whatever comes to their minds regarding the subject. The primary aim of this excercise is to concentrate on content rather than on form. Students write freely regardless of correct grammar. This serves as a stimulant for the mind to think in the direction of the concerned topic. As writing goes on more and more ideas are generated, though in a haphazard way. A time limit should be imposed upon this activity which should not exceed fifteen minutes.

Example 1

Topic: Cars

> *What kind of cars do I like? Pajero - my dream car has its own advantages and disadvantages but then all cars have their advantages and disadvantages though advantages will obviously outweigh the disadvantages. Cars reflect the personality of the owners: big cars = pompous , overbearing people, little cars = young people - life in the fast lane. The public system is so horrible that a car is almost a necessity to save time, energy and irritation. It doesn't matter what make it is, one must have a car although it would be just ideal to possess a mercedes or a ferrari but then they will be more expensive to run. I don't think cars are expensive to run in comparison to taxis and hired cars, although petrol is expensive but then think of all the conveniences it afford its owner.*
>
> (Student's Writing)

From the ideas in the above sample the student writer was able to narrow down his focus to merely writing about advantages and came up with the following thesis statement.

Thesis Statement: Advantages of owning a Car are personally satisfying.

All the other ideas that emerged during the free writing relating to cars, for example; types, makes, people who possess them etc. have been discarded.

Example 2

Topic

Write an article for travel brochure mentioning some of the problems, a person visiting your town/city for the first time might face.

> *Lahore is my city-important city of Pakistan, an important historical city and as such has a lot of attractions for foreigners. Lahore is a conservative city especially the areas of tourist attractions. People here don't like women wearing western clothes like dresses. It is best if foreigners go there in pants and trousers and scarves to cover their heads yes and they might want to try some of the food which is*

> *profusely available in these areas and road - side stalls. This food is unhygienic and too spicy. Our drinking water, tap water is not safe. Beware of people who might cheat you, taxi drivers also. People tend to be overfriendly in a crude way there can be visitors from other parts of Pakistan Karachi Peshawer etc. They might find it difficult to look for places. Oh yes and the climate don't come in summer. Dug op roads are dangerous and ugly and inconvenient not healthy also. Certain shopping areas are cheaper others more expensive*
>
> *(Student's Writing)*

Ideas have been selected to form a thesis statement.

Thesis Statement: Some of the problems faced by foreign visitors in Lahore are many faceted.

Before you go on to do any activities on freewriting keep in mind the following instructions:

- don't stop writing
- Write quickly
- Concentrate on ideas
- don't stop to make corrections
- don't worry about language, grammar or punctuation
- If a word or phrase escapes you leave a blank.
- Return to the blank spaces after having finished writing.

A thesaurus or dictionary can be consulted to look for the right word in English

Activity 32

Choose any one of the topics below and write freely for 10 -1 5 minutes on it.

Shopping
Examinations
Our Education System

Now select the ideas that appeal most to you to form a thesis statement for your essay.

Using Questions to Brainstorm

Questions can serve as a good device for stimulating thinking. Learning to question is one of the skills good writers should adopt in order to make their writing interesting. Initially simple questions like.

- who ?
- what ?
- when ?
- where ?
- why ?
- now ?

Can be asked, and can later be combined to form complex questions such as:

- how does who affect what ?
- where is what affected by who ?
- when does who affect what ?

Activity 33

Each student is to form three questions that people would want to ask about the topic below.

"Describe a Festival That You Celebrate"

Now work with a partner to compare your questions and come up with five questions per pair. Every pair reads out one question from the list of five for the teacher to write on the blackboard.

Activity 34

Give your opinion on any one or more of the following questions.

1. Are rules necessary in college.
2. Is it good to belong to a strict family.
3. Is it best to be the oldest in the family.
4. Should people your age have jobs?
5. Should school be voluntary.

Select four most important ideas and give reasons for choosing the viewpoint that you did. Holding mere opinion is not enough there has to be a reason to support your view. You need to give facts and impressions that led you to your opinion.

The following questions will help you think of your evidence.

- What gave you that idea ?
- How do you know it ?
- Where does that belief come from ?
- What makes you think that ?
- Where does your evidence come from?

Work according to teacher's instructions.

Activity 35

Look around the classroom and choose an object, concentrate on it and answer the following questions.

Is the object useful?
Is it ugly?
Is it broken?

Write down evidence you need to arrive at your opinion. Work according to your teacher's instructions.

Outline - Organise with an Outline

Outlines are pictures of writing, or graphics which help writers see the basic skeleton or form of what they plan to write, wit this form, writers tie ideas together; they pinpiont and order main ideas, see where main points need further development, ad realise where supporting information needs to be added. These outlines are rough tentative outlines of a writer's ideas, an overall plan that the writer can see at a glance.

An outline includes the main idea and your evidence. You have already:

- chosen a subject which appeals to you.
- determined the thesis statement.

Now you need to prepare an outline which will act as a framework for your essay. You may modify it as you write the essay. The length of the outline will determine the length of the essay. For your purpose, an essay of three or four paragraphs will be enough. Your basic format is:

- Introduction (beginning)
- Development (middle)
- Conclusion (end).

Be sure to give the outline a title that will sum up the main idea of the selection. The outline will have the following format:

I ____________
    A ____________
    B ____________

II ____________
    A ____________
        1 ____________
        2 ____________
    B ____________
    C ____________

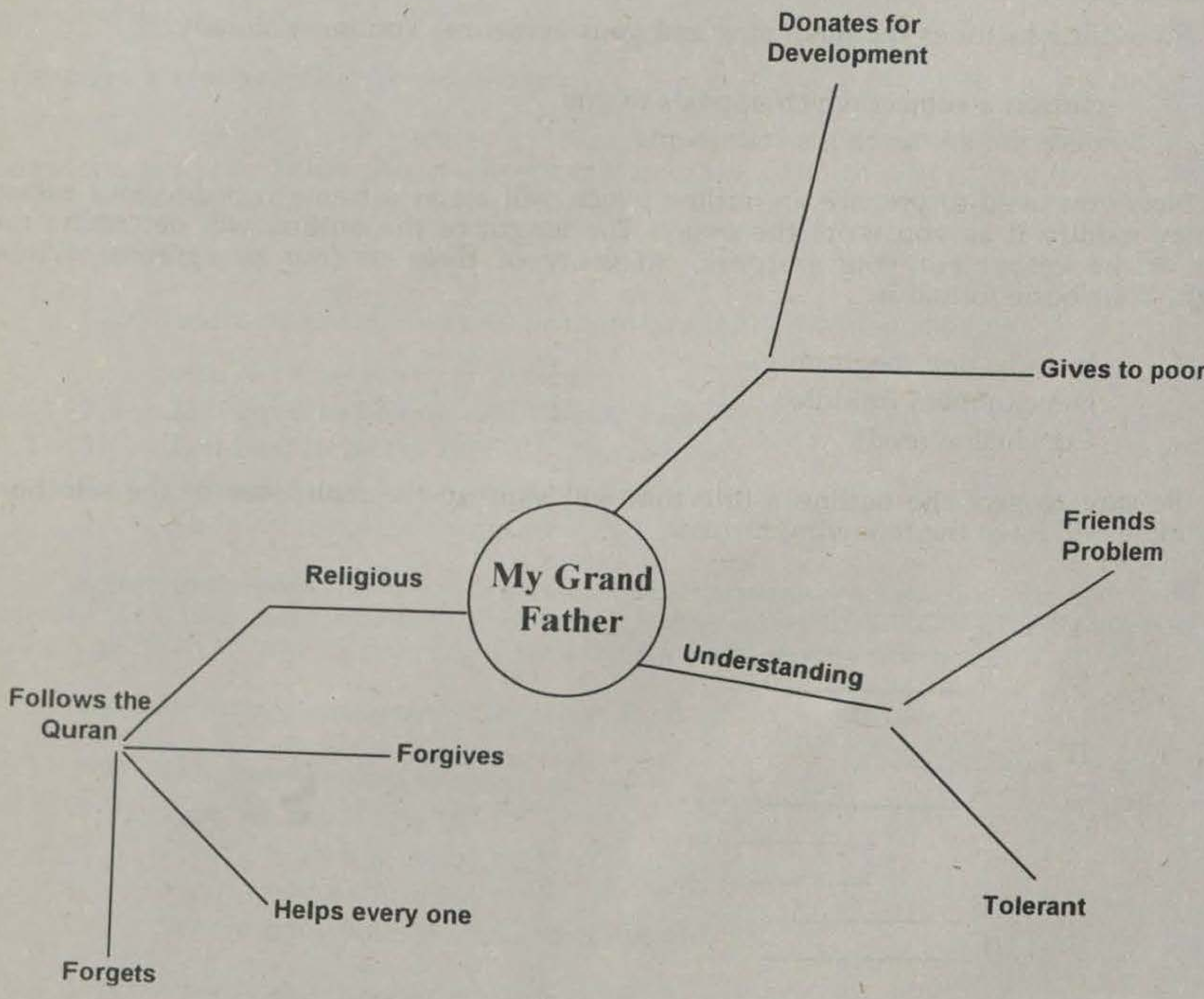
III

In this outline, I, II, III stand for paragraphs, A,B,C are the supporting points of the main point, 1,2,3 stand for more specific details regarding supporting points. It should be noted that a paragraph can have not less than two supporting points, i.e if there is an A, there has to be a B. Similarly, for the specific details, if there is a 1 there will have to be at least a 2. If there is just one A or the specific detail 1, then these can be included in the larger heading instead of standing as a point alone.

Example: I

Subject : My Grandfather

Ideas : Mindmap.



Thesis Statement : personal — My Grandfather is a Good Man

Outline

I *Generous*

A *gives money to the poor and needy*

1. *gives money to Edhi trust regularly*
2. *gives one tenth of his salary as alms*

B *Donates freely to developmental efforts*

1. *Shaukat Khanum Memorial Hospital*
2. *Naee Roshnee schools fund.*

II *Understanding*

A *sees his friends problems as his own.*

1. *pays off their debts.*
2. *entertains friends at his house when they are broke.*

B. *Tolerant*

1. *does not mind when people are rude to him.*
2. *Is not quarrelsome even on extreme provocation.*

III. *Religious*

A. *Follows the Quranic rules.*

1. *Says his prayer regularly.*
2. *respects other human beings*
3. *is not greedy or avaricious*

B. *Forgives and forgets*

1. *speaks out when offended*
2. *apologises when he offends people*

C. *Helps Neighbours*

1 *babysits for them*
2. *accommodates their guests in his house.*

Example 2

Topic: Travel

Ideas: luggage, customs, car problems, bus, train airplane, means, sightseeing people, customs, building, educational value, language problem, holidays what to see.

Thesis statement: Why I should like to travel.

Outline

I. ***Value of travel***

'travel in the younger sort, is a part of education, in the elder, a part of experience, Bacon

- A. *knowledge from books e.g. 'From Oxus to Jumna'*
- B. *Knowledge from experience -- visiting Iran or Afghanistan.*

II. ***Pleasures of travel***

- A. *seeing new places*
  1. *cities buildings*
  2. *country - side*
  3. *historical sites*
- B. *Meeting new people*
  1. *customers*
  2. *languages*

III. ***Methods of travel***

- A. *car - see the country*
- B. *bus - meet the people.*
- C. *aeroplane - get there quicker.*

IV. ***Desire to travel***

- A. *why I want to travel.*
- B. *where I want to travel*

V. ***Preparation for travel***

- A. *travel agent.*
- B. *packing*
- C. *visas*

Activity 36

On the left hand side are a series of ideas on the subject of 'flower arrangement'. On the right is a framework for an outline. Using the material on the left, complete this outline.

Topic: Flower Arrangement

Thesis Statement: to present flower arrangement as an art.

Ideas

roses, chrysanthemums etc
peach blossom
greenery
a single rose
pleasure
vases-size
Japanese style
lots of flowers
effect on rooms
parties, weddings
good arrangement
bad arrangement
time of year

Outline

I. The art of flower arrangement
   example ____________
II. The choice of flowers
   A. March ____________
   B. ________ chrysanthemums
   C. February ____________
III. The ______ of flowers
   A. the wrong way
   B. The ____________ way
      1. flowers
      2. ____________
         a. big
         b. small.
IV. _______ of arrangement
V. The pleasure from flower arrangement
   A. On special occasions
      1. ____________
      2. ____________
   B.

Source
Unknown

Activity 37

In the following outline, headings are incorrectly co-ordinated or subordinated. Write a corrected version of the outline. There is also a single sub-heading to be corrected.

Topic: The Uses of Atomic Energy

I. The Background of Atomic Research

   A for military purposes

II. The Atomic Bomb

III. Other weapons

IV. For peaceful Purposes

   A Industry

V. Medicine

VI. Importance of Atomic Power.

The Uses of Atomic Energy (Corrected version)

I ______________________________

II ______________________________

A ______________________________

B ______________________________

III ______________________________

A ______________________________

B ______________________________

IV ______________________________

Activity 38

Read this passage. Numerals I, II, III refer to the numbered paragraphs. Study the prepared part of the outline under I, then fill in the blanks under II and construct an outline for III.

NORTHERN CALIFORNIA

I. The geography and activities of Northern California are diversified. From west to east, there are three main zones: the coast, the Central Valley, and the mountains. The San Francisco Bay Area, including San Francisco, Berkeley, Oakland, San Jose and many smaller cities, is the major urban area on the northern coast. Important coastal industries include shipping, trade, and manufacturing. Many residents and visitors find it enjoyable to take a peaceful drive on Highway 1 from Monterey along the Pacific Ocean and north through the redwood region. City visits include cultural events such as concerts, art exhibits, and museum tours, bike and walking tours, and a variety of international restaurants.

II. East of coastal belt is the Central Valley. Agriculture is the area's dominant activity, from Sacramento, the state capital and regional commercial center, to Fresno, the hub of farm product processing. The California State Water Project links the two main rivers, the Sacramento and the San Joaquin, in a network of dams and canals. The massive system provides hydroelectric power and makes it possible for Central Valley farmers to irrigate their crops, thus creating one of the world's most productive regions. Much of the nation's produce (fruits and vegetables) and juice come from this area, as well as California's meat and poultry supply. On the eastern edge of Central Valley is the Gold Country, an area of old mines and towns which flourished during the Gold Rush of the mid-1800s. Now, thousands of people visit the ghost towns.

III. The eastern-most area of northern California lies within the Sierra Nevada Mountains. In this region, thousands of acres of evergreens and rugged terrain provide a setting for lumbering and recreation. Many of the forested areas are set aside as national forests in which logging is carefully regulated, and young trees are continually planted to renew the forest. Lake Tahoe and national parks are the major recreation spots in the area. Water-skiing and boating in the summer and

snow-skiing in the winter are popular seasonal activities at Lake Tahoe. In the national parks, from Lassen in the north to Yosemite in the south, visitors go hiking and camping in the summer and skiing in the winter.

Northern California

1. Coastal area

    A. Cities

        1. San Francisco
        2. Berkeley
        3. Oakland
        4. San Jose
        5. Smaller cities

    B Industries

        1. Shipping
        2. Trade
        3. Manufacturing

    C Activities

        1. Driving on Highway 1
            a. Monterey
            b. Redwoods

        2. Visiting Cities
            a. Concerts
            b. Art exhibits
            c. Museum tours
            d. Bike and walking tours
            e. Restaurants

II Central Valley

    A Agricultural area
        1. ________________
            a. Sacramento
                (i) ________________
                (ii) ________________
            b. ____________, processing centre

        2. California State Water Project

            a. ____________________

                (i) ____________________
                (ii) San Joaquin
            b. ____________________

                (i) Hydroelectric power
                (ii) Irrigation

3. Products.

a ____________________

(i). Fruits
(ii) ____________________

b. Juice
c. ____________________

B. ____________________

1 Old mines
2 ____________

Adapted from
Natsumi Onaka

ESSAY OUTLINE - Student's Writing (Sample - 1)

Topic: **In War There Are No Winners**

Opening sentence : The essential act of war is destruction.
Thesis statement : In war there are no winners, because it destroys people and property, adversely affects the environment, and wastes resources

I. People/Property lost

A. Killed
B. Crippled
C. Mentally shaken
D. Homes destroyed/occupied

II. Waste of Natural Resources

A. Land - Hiroshima
B. Oil -

1. Kuwait
2. Iraq
3. Other countries too

C. Water - oil slick in the Gulf
D. Air

1. Climate
2. Acid rain

III. Efforts lost

A. Time lost
B. Destruction of economy - Germany
C. Retards development
D. Loss of capital on ammunition and defence.

ESSAY OUTLINE - Student's Writing (sample - 2).

TOPIC:- Dress As An Indication of Character.
Question: Is dress an indication of character ?
Yes
No X

Opening sentence: Would you wear ... ., why not?

Because you are what you wear.

Thesis Statement: Certain aspects of clothing like colour, styles and neatness indicate a person's character.

OUTLINE

I. Colours

- A. Bright
  1. Vitality
  2. Exciting
  3. Sentimental
- B. Pastels
  1. Mellow
  2. Cool, calm
  3. Reserved

II. Style

- A. Conservative
  1. Ties jackets etc.
  2. Somber colours
  3. Small prints
- B. Liberal - rebellious
  1. Mini skirts/low necks
  2. Flamboyant prints
  3. Jeans

III. Neat/Messy clothes

- A. Neat
  1. Dependable
  2. Organised/Meticulous
  3. Domestic
  4. Healthy mind
- B. Messy
  1. Careless
  2. Disorganised/eccentric
  3. Unreliable/can't trust

ESSAY OUTLINE Student Writing (Sample - 3)

Topic: **(Cars)**
Thesis Statement: Advantages of Car are personally satisfying.

Outline

I Makes life comfortable

- A. Freedom of movement
  1. Time
  2. Expense
- B. Freedom of behaviour
  1. What is said
  2. Whom to take along

II. Independence

- A. Not dependent on public transport
- B. Not dependent on other car owners.
- C. Freedom of changing plans.

III Cheaper

- A. Taxis
- B. Rental Cars

IV Time Saver

- A. Don't have to wait at bus stops
- B. Don't have to wait for taxis.
- C. Don't have to walk.

V Cars are indespenseable

- A. Fast life
- B. Limited finances
- C. Privacy and independence

Essay

Topic : Cars

The human race has come a long way from the invention f the wheel and is going on and on to introduce more comfort to the lives of individuals. Cars are one of the most essential comforts that we have been blessed with. In this fast moving world when money means everything and time is money, cars are becoming the biggest asset to man. They save time by providing quick and comparatively inexpensive transport. Gone are the days of depending on others. Now every car owner is master of his own choices. You don't have to bear with people you don't want and you are free to behave the way you want.

The best advantage of a car is that by owning a car you give yourself a lot of independence. You don't have to run your life according to a 'bus time table' or at the convenience of a taxi driver. By owning a car you don't have to depend on a neighbours' car pool which always makes you late for work. You are free to follow your whims and can change plans and destinations wherever it suits you.

Besides independence one can save a lot on the expense of public transport. Have you ever tried 'Rent-a-Car'? They charge you through your nose and even then you get a 'kidney cruncher' while as with your own car you know its condition: where it has travelled and who travelled in it. It isn't as battered as a taxi, and by getting it serviced once a year and being careful the rest of the year, one can get a lot out of a car for less than a hired car would cost.

The reason cars are becoming so popular in today's fast moving world is their time-saving convenience. A car owner is spared the long and endless wait at a bus stop, for a bus that is always delayed. One has to even wait for taxis. In case emergency strikes, a car is the only thing that can save the day. It beats walking any day and it does not have to stop at every block to drop or collect passengers like a bus.

Privacy is one thing a public transport user never gets. You get on a bus after a terrible day, you want to collect your thoughts but you get an old lady for a fellow passenger who wants to unburden her sorrows on you. You are not an ardent admirer of Isa khailvi, in fact you can't stand the guy's singing__ too bad! the bus driver loves him. Now, in you own car you can relax, think and listen to Iqbal Bano, you don't have to share yourself or your time with anybody you don't know or care for and you don't have to bow down to other's wishes.

In conclusion, a car is absolutely indispensable, it enables you to live in the fast lane, totally independent and free. You have no unneccessary expenses. You know what you can afford, be it a Suzuki or a Pajero. Best of all you have the freedom to choose your fellow passengers, and the type of atmosphere you want in your car. A car is independence, a car is convenience a car is your own.

ESSAY OUTLINE Student writing (Sample - 4)

Topic: Write an article for a travel brochure mentioning some of the problems a person visiting your town / city for the first time, might face.

Thesis Statement: Problems faced by foreign visitors in Lahore are many faceted.

Outline

I Lahore

A. Traditions

1. Religious
2. Cultural

B. Climate

1. Hot summer
2. Mild winter

C. Food

II Cultural

A. Clothes

1. Cover legs and arms
2. Cover head
   a. mosques
   b. mausoleums

B. Overfriendly

1. Stare at you
2. Touch your clothes
3. Follow you

III Food

A. Spicy and oily
B. Unhygienic

IV Water

A. Use boiled water
B. Use mineral water
C. Use bottled drinks

V Summer

A. Wear cool clothes

1. Cotton
2. Light

B. Drink lots of fluids
C. Don't expose body to sun

VI Preparations

A. Bring appropriate Clothes
B. Be careful about eatables
C. Don't take offence at behaviour of people

ESSAY

Topic: Write an article for a travel brochure mentioning some of the problems, a person visiting your town/ city for the first time, might face.

Visiting the historically-enriched city of Lahore is a very delightful experience, especially if one is prepared to face some problems that many arise. The traditions are so deeply rooted here that it is best to keep them in consideration when preparing for a visit

to Lahore. The climate of Lahore during the summer months is very hot, but winter can be pleasant and mild. Just like the summer, the food can be very hot and full of germs.

Culturally, Lahore is one of the most important Moghul cities and here religious traditions have a lot of importance. People don't take too kindly to the Western style of dressing and it is advisable to wear clothes that cover you well. Women should be careful about keeping their arms and legs covered, and they should also carry scarves to cover their heads before entering holy places like mosques and mausoleums. The people belonging to the inner city have not had an exposure to foreigners and may be a little fascinated. They may stare at you or try to touch your clothes, or follow you around. Take this in a stride and don't over - react, it will just encourage them. They are overfriendly and bold, though they don't mean to be offensive.

Food is one aspect which a tourist should be careful about. Food available at hotels and restaurants is not very spicy and can be prepared according to your wishes, but you have to be careful about roadside food stalls. The food available readily in market places etc. does not have any spice control as Lahorites have very strong taste buds but, these species many not agree with your system, so don't overdo it. This food is prepared without keeping any sort of hygiene in mind, so tourist are advised to avoid having uncooked or exposed food.

A similar problem may arise with water. Tap water is not clean and cannot be directly had. The best way is to carry boiled water or mineral water and to only have bottled drinks.

The climate of Lahore is unbearable for some travellers who are used to cool or even warm summers. Summer is very hot and one is advised to come to Lahore in the winter, when the weather is pleasant and mild. Summer clothes should be very light and made of cotton which is absorbent and keeps the wearer cool. These clothes should cover you well to protect you from the sun.

Preparations should be made with care, keeping in mind appropriate clothes. While planning excursions for sightseeing, keep the water and food problems in mind. Tourists will love Lahore despite the behaviour of the people, which they should not take offence to as it is harmless.

GUIDE FOR THE OUTLINE AND THE ESSAY

The following guide should help you write the essay. It is a reminder with suggestions for handling the introduction, transitions, and the conclusion.

Outline

Title: Use initial capital letters for all words except articles, short prepositions and short conjunctions. Try to use an interesting title that reflects your thesis.

Introduction: Purpose of the introduction:

- to catch the reader's interest
- to give a general idea of the subject

An introduction may include:

- a quotation
- a story, perhaps personal
- a rhetorical question (to be answered)
- a definition
- a statement or a belief you will argue against
- a surprising or shocking fact
- a statement of a serious problem

The introduction can be personal, telling a story of your own or your family's, or it can be general. Usually at the end of the introduction, you should give an indication of the central idea and the way it will be developed.

1. **First main point:** This gives the first specific point. The first sentence (1) mentions the general idea of the paragraph (from the important words in the outline) (2) relates this sentence to what was said before.

   This is followed by supporting details A,B,C... which are related to the preceding subpoint.

   Continue with your other main points and their supporting details. For each main point remind the reader that you are giving another argument. Note that long subpoints may begin new paragraphs.

2. **Conclusion:** The conclusion should round out the composition in a strong and satisfying way, perhaps by referring again to whatever you used to introduce the composition. The conclusion should not add any new ideas that need further development. If your last point ends on a strong note that sums up your thesis, you may not need to add a conclusion.

Write out the first draft of the essay and discuss it with your fellow students to help you make readjustments, addition, or deletion, so your essay will be effective and reader - friendly.

DESCRIPTIVE WRITING

Different kinds of order, may be used depending on what is being described. If you are describing a man, you will choose different things to say than if you are describing a mountain or a restaurant or a dress.

One kind of description follows SPACE ORDER. In space order you tell where things are. This is the order you will probably follow if you want to describes a place. Below is a description of a classroom.

Example

> *The classroom is large, clean and well lighted. The walls are pale green. On the wall at the left as you enter there are three large windows. The teacher's desk is in the front. Blackboard covers most of the wall at the right.*

This writer describes the room as it would look from the door - what is on the left what is in front, and what is on the right. The important thing is to have some order that will be easy for the reader to follow.

Below is another example of a description.

Example

> *The man who opened the door in answer to my knock was an elderly man, white-haired and bent. He looked at me over his spectacles which were far down on his nose. In spite of his age, his dark eyes were keen and his voice was clear and strong. I noticed that he was wearing a bright-coloured sports shirt.*

The writer has selected the man's most interesting and most outstanding features to describe. This description is quite different from a description of a place based on space order. The kind of description you use depends on what you are describing.

Source
Horn, V. 1977

The need to describe people occurs fairly often, although most writers of language do not usually need to write long descriptions to achieve their purpose. The informal description of other people, or even of oneself, is common. The following areas may all form part of a personal description.

physical attributes : hair, eyes, complexion, facial shape, other facial features, build, height, gait, gesture, dress, and related descriptions: size, colour, style, decoration.

emotional	:	warm, aloof, nervous
intellectual	:	clever, mediocre, perceptive
moral attributes	:	trustworthy, greedy
habitual attributes	:	behavioural and emotional habits, opinions, gestures and expressions.

Activity 39

Place the following words into three separate lists: Hair, Eyes, Complexion. Some of the words will go into two or even three of the lists.

Pale, fair, auburn, green, hazel, nut-brown, sallow, ruddy, dark, ginger, rosy, money, dull, curly, almond-shaped, bloodshot, lank, frizzy, bright, bobbed, large, long.

General Physical Description

Activity 40

Put these words into the spaces below:

figures, broad, jaw, brown, faced, wavy, set, blue, legs.

The round__________ man went through the door on his short, stumpy__________. His long__________ hair was an extraordinary reddish__________ colour. His eyes were rather deep__________ and light__________. How square and set his__________ was! How__________ his shoulders! Only his long, delicate, restless__________ modified this impression of determination.

Activity 41

Match words below describing how people dress with the people in the list following:

Neatly, elegantly, casually, scruffily, scantily, formally.

The Queen, street beggars, hitchhikers, restaurant waiters, bank manager, bank manager at home.

Examples

The Queen dresses elegantly.

Moral Qualities

Activity 42

Use the words from the list below to complete the following sentences.

sincere	unselfish	mean	callous	patient	insensitive .
affectionate	devious	trusting	vain	cruel	

1. Although she was tired and bored, her --- neighbour went on talking.
2. An ---- person is one who thinks of others as well as himself, and often before himself.
3. I never know what he's up to ! He's very----
4. He's rather ----; I don't think I' ve ever seen him buy anybody a present.
5. He was an ---- father, and loved being with his family.
6. To ignore the problems of the unemployed would be a very ----- policy.
7. You need to be very ---- if you want to consult a Pakistani doctor in a hospital, because you will have to wait hours without complaining .

Other Qualities

Activity 43

Ambitious determined weak indolent self-confident cynical uncomplicated sceptical naive credulous self-reliant, nervous, irritable, unflappable, extravagant reserved, blunt, charming, misanthropic, weird, sentimental emotional, passionate, conservative, Sanctimonious, pompous, dependent, versatile.

From the list above, pick out six words and describe people in your family with them - giving an example each time to justify your description.

Example

My brother is exceptionally versatile: he is a fine scientist, a colourful weaver, a competent musician, a good cook, and a gardener with a sure touch.

Facial Expression

Activity 44

smile, frown, grin, grimace, scowl, laugh, pout, sulk.

From the list above fill in the blanks in the sentences below:

1. When angry, he ____________________
2. Bad jokes make me __________________
3. Worry makes you ____________________
4. Children often __________ and ________
5. Happy school boys often ____________

In writing your descriptions, concentrate upon all of the following things:

Physical appearance:	face body and figure gait and posture typical clothes
Character :	facial and bodily expressing habits abilities moods general character.

Adapted.
Jolly, D. 1984
Teacher's Book

Activity 45

Interview one of your class fellows whom you don't know well. Using this data write a short paragraph describing this classfellow.

Examples

She is a beautiful sixteen - year - old, olive-skinned, about five feet three inches tall, with a bright smile, and sparking black eyes. She is a born artist; has the talent to draw almost anything. Drawing cartoons and travelling are her favourite hobbies. In the future she want to be a portrait painter and have exhibitions in different countries of the world.

(Student's writing)

Now read your descriptive portraits aloud. The other students will try to find out the identity of the person described in each paragraph.

Exchange your paragraph with your partner and check each others work.

Activity 46

Write a 350 word essay based on the information in the paragraph You wrote for the above activity. You will be expanding on three areas: physical description; interests and hobbies; talents, skills and achievements. Give your essay an introduction and a conclusion.

Activity 47

'Describe that face'.

Write a paragraph describing the face in the picture given to you by the teacher. Select particular details which make this face different from all others.

The teacher will display all the pictures after everyone has finished writing. You will take turns in reading the descriptions you have written while the rest of the class will try to identify the face being described.

Write a topic sentence for the face you have described.

Activity 48

Now write an essay on

'The Prettiest Girl I've Met'.

This will include not only the description of the girl, but also details of the meeting.

Describing Places

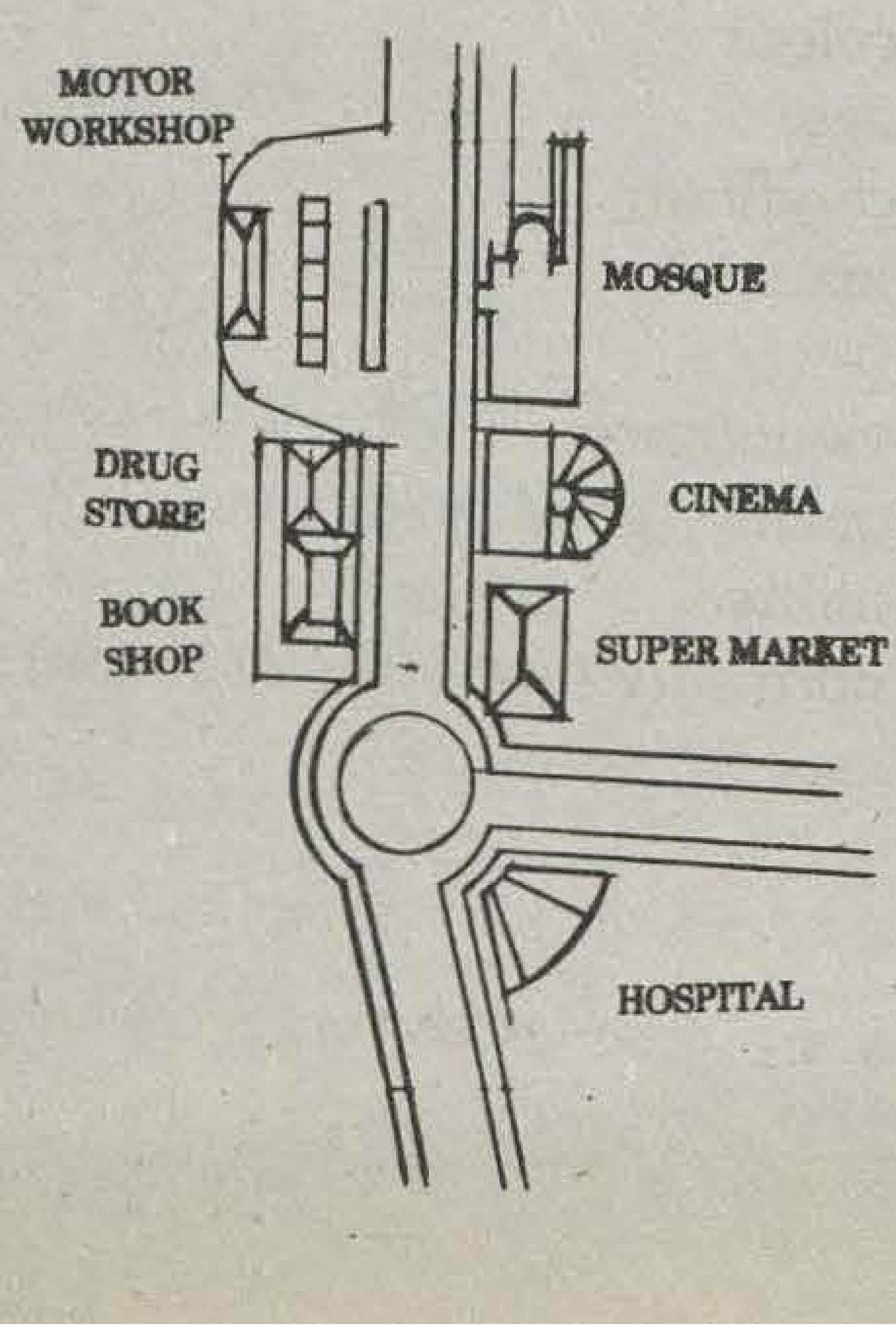
As with people, there is a commonly occurring need to describe places, even if such descriptions are no more than the picking out of a few salient features of a town, district, or area like a garden or park.

The language to be used for such description is that of location and spatial relations:

Locational adverbs: here there, everywhere inside, outside.
Locational prepositions: over beyond, in, at, by, near, etc.
Locational phrases: to the east, in the centre, in the eastern part of etc.
Locational verbs: is situated, located, found, surrounded by, Incloses, surrounds, covers, extends, runs flows etc.

Activity 49

Use suitable expressions (right, left, opposite etc) to complete the description of the town shown below:



The garage is to the_________ of the chemist when you are standing outside the mosque. The chemist is right_________ the cinema. the chemist is also_________ the garage and the_________ The cinema is right_________ the mosque and quite_________ the clinic.

Some space order vocabulary:

adjacent	parallel	rectangle	exterior
corresponding to	parallel to	semi circle	edge
distance	perpendicular to	slope	limit
midpoint	plane	space	exterior
end point	opposite	surface	
interior	overlapping	vertical	
diagonal	pyramid	horizontal	

Activity 50

Describe the small town or village you most like being in.

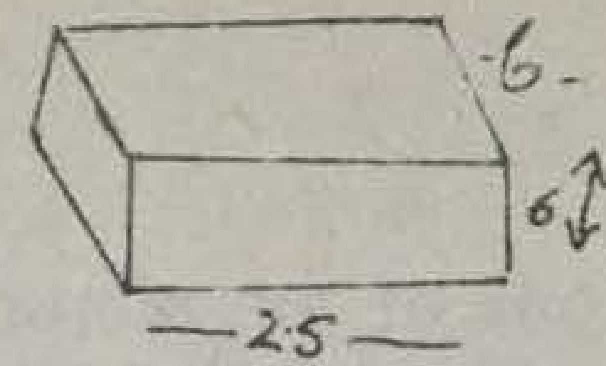
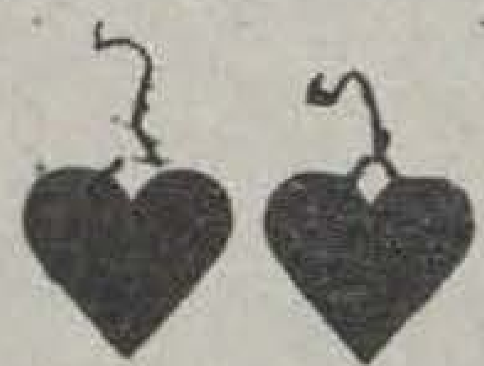
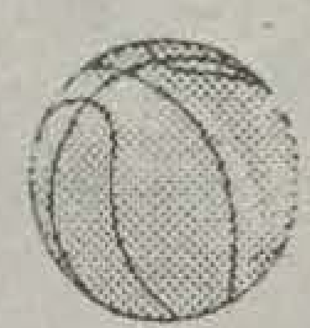
Describing Objects

Foreign users of English may have to write descriptions of objects which are complete in themselves. The description of objects may involve language in the following areas.

Quantitative	number quantity (all, many, half a .....) degree (a lot, hardly, a little)
Qualitative (physical)	shape size/measurement weight sensory (sight, taste, smell, feel, audibility) colour age condition material
(evaluative)	value/price quality (good, bad) utility normality (unusual , common) capacity (can/can't)

Activity 51

Complete the following descriptive sentences you can use the words in the list given below.

Measurements	The box is 25 cm ____, 6 cm and has a ____ of 6 cm. 
Weight and Volume: 	This cheese ________ half a kilogram; the beef is 200 grams in ________.
	A normal milk bottles ________ about 1/2 liters of milk.
Age:	The Punjab university is now more than 100 ________ .
Colour:	Some roses are a pale _____ colour, some deep ________ and others yellowy ________.
Shape: 	These earnings are ________ shaped A tennis ball is ________, an egg is ________ .
Material: 	The blade of spade is made of steel, the handle is usually made of ________ .
Pattern:	I have one ________ shirt, one ________ shirt and the rest are, without a pattern.
Sensory:	There is nothing in this box-it sounds ________ .
	The surface of an apple feeds ________ and it smells ________ .
	Monthly magazines often have ________ covers.
Condition:	There are holes in my shoes; they are ________ .
	I need to get some ________ ones.
Use:	A wooden spoon ________ stirring soups, serving salad, and making bread.
Capacity	The aerial on a radio ________ extended when needed.

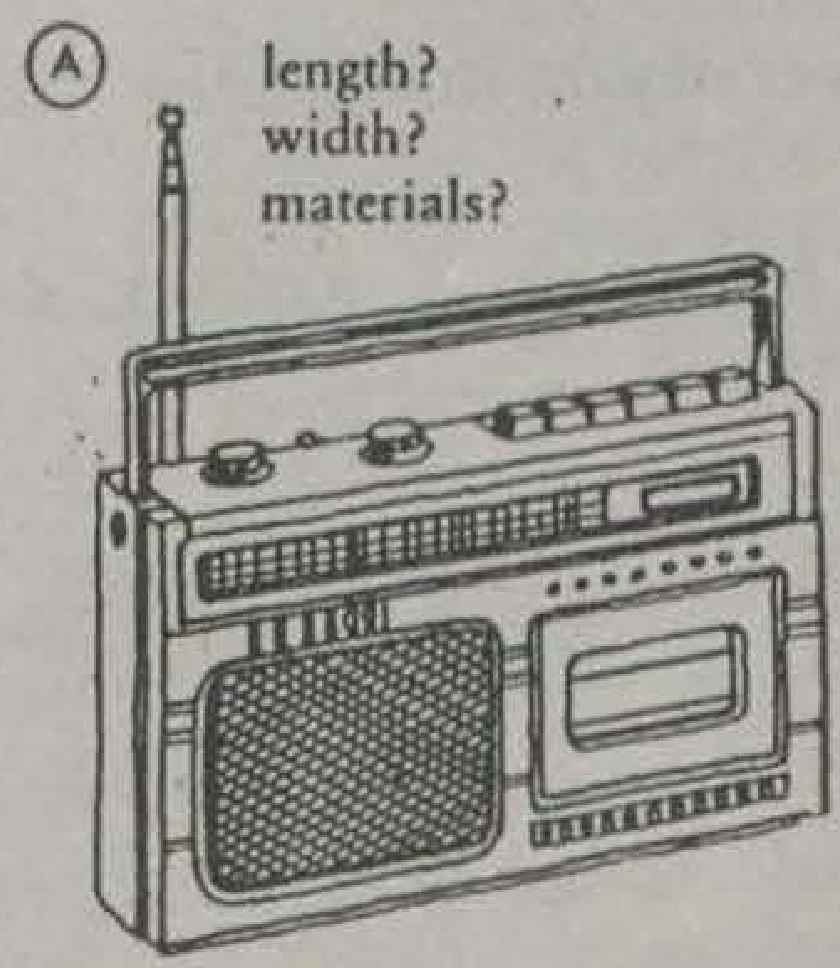
List of words to select from

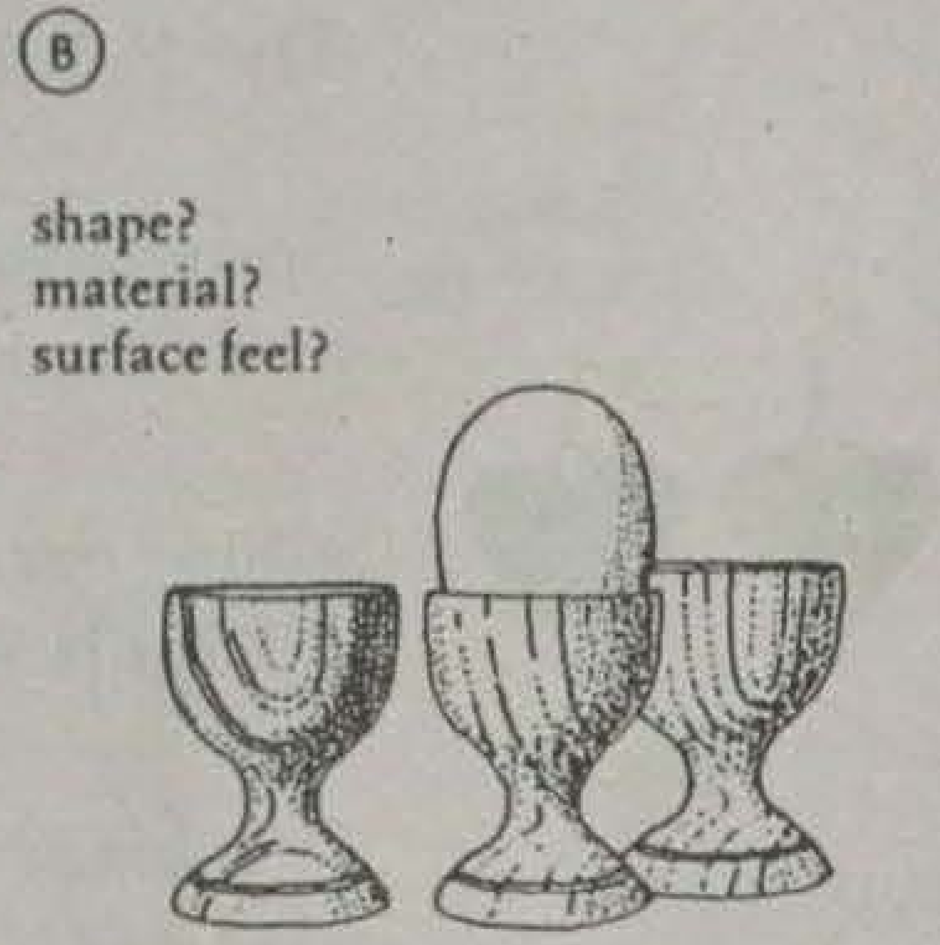
wide, contains/holds orange, round, plain, hollow/empty, worn out, can be/may be, is used for, oval, long, weight, depth, years old, pink, heart, wooden, checked smooth, long, weighs, red, heart, striped, glossy/shiny, new, sweet made of.

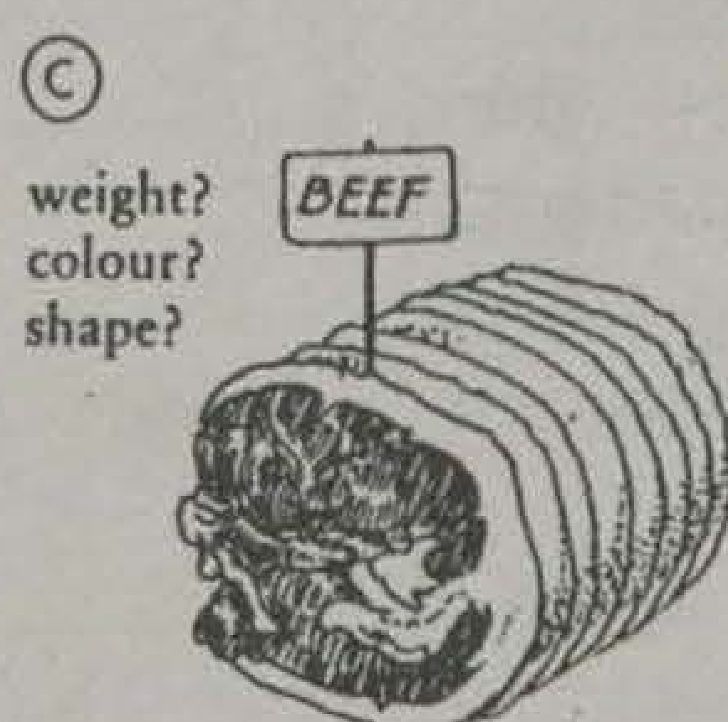
Activity 52

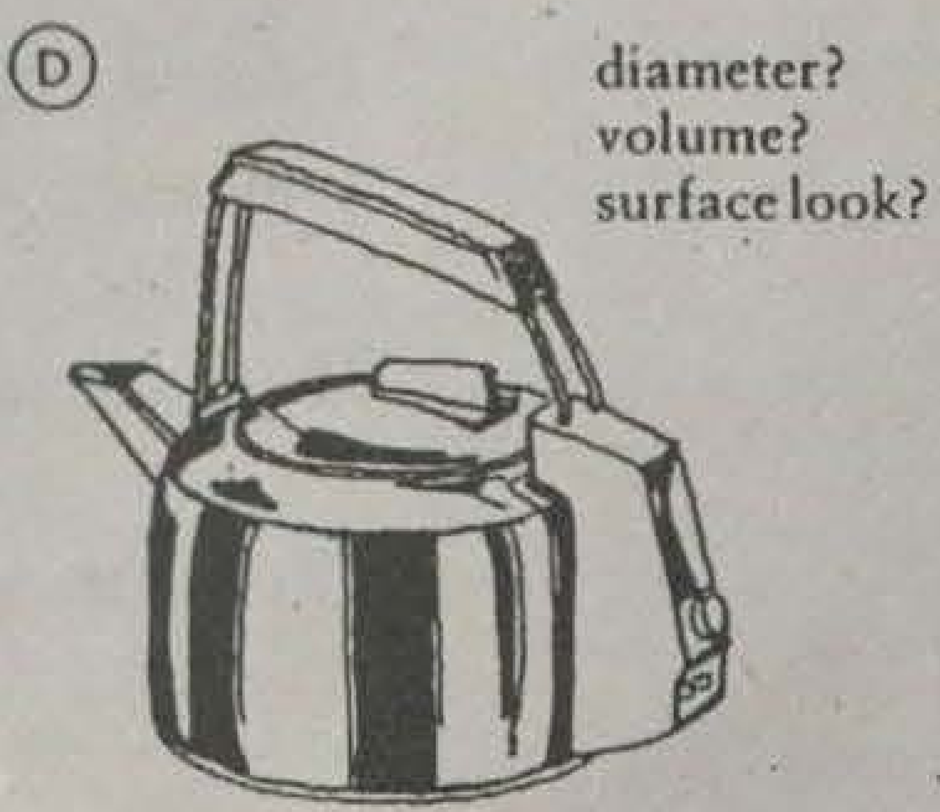
Look at the pictures below and write one sentence about measurements, use, colour, surface feel, pattern and decoration, position and place, material.

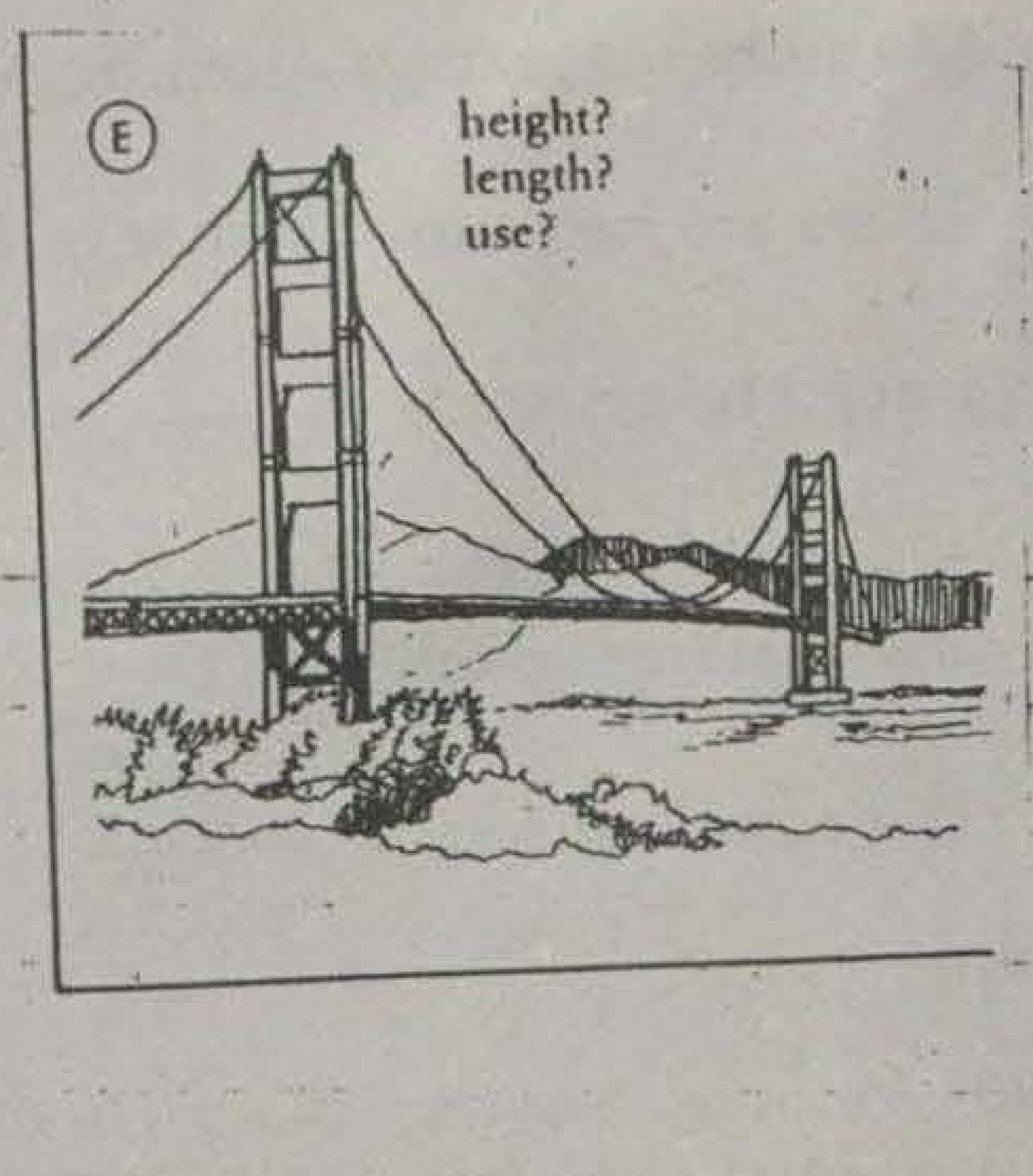
It's probably best to start to most of your sentences with 'It's....











Source
Jolly, D. 1984

Describing Processes

In technical or scientific writing processes, descriptions, are a common feature. There are occasions, however, when people need to describe how things happen or how things are done in relatively informal contexts as well.

Write sentences from the ideas listed below starting each sentence with "patients" or some patients. Use the active or the passive voice.

Example

(a) *Patients who go to the hospital are examined (passive voice).*

(b) *Some patients survive. (Active voice).*

(c) treat
(d) become worse
(e) give blood transfusions.
(f) die.
(g) nurse.
(h) visit.
(i) get well.
(j) examine.
(k) seem ill.

The verb 'do' can be used in various forms as you can see below:

.... is done .. does

.... has been done .... has done.......

Activity 53

Use these four forms with the verbs given, in the blanks below:

The sugar ——— (add) and the jam soon ——— (turn) thick. Once it ——— (become) thick enough to stand a spoon in, ——— (pour) it into jam jars. As soon as it ——— (cool) (place) a cellophane on the surface of the jam and the jars ——— (seal) with more cellophane and rubber brands. The Jan the longer you keep it. So ——— (Normally eat) within a year of being made.

Some Useful Vocabulary

by means of	involving
using	by
with the help of	through
through the use of	

- Ways of introducing stages in a process.

The	first second subsequent following	This process	begins commences finishes concludes
The	last final		

Source
Jolly, D. 1984

Activity 54

Now describe the way you would cook your favourite dish, or describe the way a kite is made.

EXPOSITORY WRITING

Expository writing includes research papers, report and personal essays of opinion. Expository skills are being used all the time; while giving directions, convincing friends, or parents into letting you do things, sharing ideas about movies, books etc. When writing an essay, you write about what you know, what you like, what you think and what ideas you have. Each person has his or her own opinion about things; how he feel or thinks about any particular subject. In expository writing opinions are important. In order to talk about your opinions you need to give the facts and impressions that led you to your opinion in order to make it real to your reader. In expository writing, you try to prove to your reader that your thoughts are worth while. You must therefore give the reader your evidence. During our lifetimes we collect many facts, experiences and impressions.

Activity 55

Write a 450 word essay on the "Meaning of Democracy".

You are expected to write a thesis statement, make an outline, write the first draft, discuss it with their colleagues, write the second draft, making all the necessary changes. This could be the final draft.

Vocabulary

The following words may be useful to you in talking and writing about the subject of democracy.

DEMOCRACY

civil rights (always used in the plural) Individual rights, freedom of speech, the press, religion, assembly, etc.

coalition: A temporary union of political parties to form a government usually found in a parliamentary democracy.

diversity: A wide range of difference in customs, beliefs, attitudes, etc.

municipal: Relating to the local government or institutions of the town or city.

representative government-the republican system: In this system, the chief executive is a president who is elected by the people and serves for a specified length of time (four years in the United States), with or without the support of a majority of members of the legislature.

representative government-the parliamentary system: In this system, a prime minister is the chief executive. "The prime minister or premier must be an elected member of legislative body (parliament). .....Usually he or she is the head of the largest political party, or coalition of parties, in the legislature. The prime minister holds office only as long as he or she has the support of a majority of the lawmakers, but as prime minister is also the chief executive.

VOTING AND ELECTIONS

ballot The list of candidates running for election.
candidate A person who runs for government office. If the candidate already holds office and is running for re-election, he or she is also called the **incumbent**.

constituents All the voters represented by an elected official.

The electorate All those who are eligible (qualified) to vote.

majority More than half the total number of votes.
plurality More votes than those of any other of three or more candidates.

platform The policies and issues (important questions) that political party or a candidate will advocate. (These issues may be stated in slogans.)

the polls (always plural) A voting place. (A **poll** is a questionnaire to elicit people's opinions.)

primary In the United States voters registered under a certain party may elect the candidates who will run in the regular elections. In some states candidates are chosen at party conventions.

proportional representation Representation of all parties in a legislature in proportion to their popular vote.

suffrage The right to vote.

universal suffrage The right to vote regardless of color, religion, sex, or property. In most countries there are restrictions of age (18 years in the United States) and citizenship.

impeachment The power of the legislature to put a chief executive on trial for misconduct in office.

Usage Notes

Democracy may be used in two senses: as an abstract concept and as a concrete noun. As an abstract concept, the word is noncountable and is used without an article.

Democracy first developed in rich countries.

As a concrete form of government, the word is countable and requires an article in the singular.

The United States is a democracy.

The article *the* is used with names of political parties *the* Republican Party

It is also used with names of the branches of government:

the executive branch
the legislative branch
the judicial branch

The is used with polls:

the polls

Adapted
Frank, M. 1990

Activity 56

Write an essay of 350-400 words on:

What I Expect to Get from my College Education.

Discuss the topic within your groups brainstorm to stimulate your thoughts and write down ideas. The teacher will then write these ideas on the board.

The teachers's instructions about writing the outline and the first draft etc. should be followed.

Vocabulary

The following words may be useful to you in talking and writing about the composition on college education.

SCHOOL OFFERINGS

college Usually, a four-year undergraduate school. It is often part of a university, which consists of many schools mostly graduate, that prepare students for professions such as law, medicine, or business. Sometimes the word college is also used for such professional graduate schools within a university (Teachers College, College of Dentistry).

general education The program of courses that are not specialized and that prepare as student for general personal growth, rather than for a specific career. The program includes the liberal arts.

liberal arts Includes such general education courses as literature, history, languages, mathematics, the fine arts, social sciences and the natural sciences.

humanities Includes all the liberal arts courses except the sciences.

curriculum The total number of courses to study.

extracurricular Referring to school activities that are not part of the regular course of study (the curriculum)

prescribed courses Courses that are required in order to satisfy the requirements for graduation from a school.

electives Courses that may be chosen freely.

prerequisite A course of study that is required before a student can take another course of study.

matriculate To satisfy all the requirements needed to enter a college or university.

Objectives Goals
Objective (adjective) Judging fairly, without prejudice; tolerant; open minded. Opposed to subjective allowing one's personal feelings to influence one's judgment.

critical thinking Ability to solve problems, to make wise deisions, to distinguish fact from opinion, to examine objectively and clearly.

socialization Adjusting to the rules of one's society.

potential (noun) An inborn ability that may or may not be realized.

self-realization self - fulfillment The state of realizing one's potential

morality An inner sense of what is right or wrong.

ethics Standards of right or wrong behavior. Certain fields may have their own codes of ethics-for example, business or medicine.

insight Intuitive understanding.

awareness Understanding of oneself or one's surroundings.

information Facts earned from reading or observation.

knowledge Understanding that comes from an examination of facts.

wisdom Good judgment that is based on one's knowledge.

Usage Notes

Do not add the plural ending to noncountable words. Use a singular verb,

society (as an abstract idea)
information
knowledge
vocabulary
homework (but assignments)

Such words are used without *the* unless there is following modification.

the society *we live in*
the information *I need*

Do not use *the* after *go to* (a school)
go to school

elementary school
high school
college

but
go to *the* university

Use *the* with the name of a university only if the name is in an *of* phrase.

the University *of* Reading
Punjab University

but
Use a small letter for names of subjects
physics, sociology, chemistry.

But use a capital letter if the word is the name of an actual course: Physics 1. Chemistry II.

Adapted
Frank, H. 1990

Activity 57

Write an essay of 350-400 words on

'Television'.

Write the essay according to the instructions from the teacher.

Vocabulary

The following words may be useful to you in talking and writing about the composition on television.

anchorman, anchorwoman A TV newscaster who coordinates reports from various correspondents.

cable TV A commercial TV system offering subscribers many programs on special channels by means of a cable.

cartoon (Reduced from animated cartoon) "A motion picture consisting of a sequence of drawings, each slightly different from the preceding one so that, when filmed and run through a projector, the figures seem to move".

commercial An advertisement of their product by the sponsor of a TV program.

documentary A program based on true facts. Often contains film clips of real events.
game show A program in which prizes are offered to selected viewers for getting the right answers, the lucky numbers, the most points, etc. The prizes are donated by companies to get publicity for their products.

network A group of stations linked together so that the same program can be broadcast or telecast to all.

prime time The time in the evening when the largest number of people are viewing TV. Although officially given as 8p.m to 11p.m., many believe it starts one hour earlier.

producer A person responsible for getting a show ready for presentation .

screen The surface on which pictures are projected, as in motion pictures or TV.

serial One program in a series dealing with the same characters.

sit-com For situation comedy; a serialized comedy using the same characters. Each program revolves around one troublesome situation which is resolved by the end of the program.

soap opera A daytime melodrama presented serially (the name is based on the house hold products that sponsor the programs.)

sponsor The company that is paying to produce a particular television program so that it can advertise its product.

trivia (plural , often with a singular verb) Unimportant matters or details. Some TV game shows deal with trivia (trivial, adjective).

variety show A program containing different forms of entertainment, such as comedy, songs, dances.

VCR For video cassette recorder; an instrument for recording the picture and the sound of a TV program so that it can be played back later on a TV set.

vicarious Participating in the experience of others secondhand.

viewer A person who watches TV.

Usage Notes

the mass media	Media is the plural (from Latin) of medium. It requires a plural verb. *The* is used before mass media.
information	Information is a singular, noncontable noun: it is not used with *an*. *An* is not used before it.
television (also TV)	Television may be used in two senses: As an abstract concept, the word is noncountable and is used

without an article.

Television may be harmful to some children. She watched *television* all day.

As the set itself, the word is countable and requires an article if singular.

She sat before *the* TV all day

the news	News is noncountable and requires a singular verb. It also require *the*.
society	*Society* may be used in two senses. As an abstract concept, it is noncountable and used without an article. *Society* makes certain demands on us. When it refers to a particular group, the word is countable and requires an article if singular. The *society* in which we live .
advertising	advertising is noncountable. An article is not used. There is too much *advertising* on TV. advertisement is countable and adds-s for the plural. (The singular requires an article.) There are too many *advertisements* on TV.
an effect,	effect is a noun *e.g.* *Violence on TV has a bad effect on some children.*
to affect.	affect is a verb *e.g.* *Violence on TV often affects children who are already aggressive.*

NARRATIVE WRITING

The subjects of narrative writing can be:

1. Subjects that require you to write a story.
2. Subjects that require you to write an account of events.

In each kind of narrative the action provides, the chief interest, but a story has some special features that are not required in a straight forward narration of events.

An account of events: does not need a plot, but must progressively relate a sequence of events, a series of incidents. The writer must provide links to connect successive events and to keep the narrative flowing in an interesting way. The action must move steadily forward from the beginning to the end. A successful narrative depends, on a clear plan.

'Characterisation' (in the story sense) is not required, but some 'human interest' makes for an interesting narration. There can be some interesting glimpses of people taking part in the happenings but the emphasis, however, is on action, rather than character. Dialogue is not essential, but it can sometimes be introduced to good effect, directly related to the action. Its purpose is to advance the narrative flow. An account of events should be rooted in the writer's own experience. First - hand knowledge is needed. Details may be invented to add life and colour, but this kind of narrative composition is essentially an imaginative treatment of actual events. It is not a piece of fiction, as a story is, description plays an important part in the narration. The emphasis is an action, but action does not take place in a vacuum. Details are needed to help the reader follow the events; interest is aroused by lovely descriptions of a realistic setting.

There are various ways to organise the sentences in a piece of writing. In narration, the sentences are usually organised according to time order. One thing happens and then another thing happens, and the events are told in the same order. Below are same words and phrases to help you give the impression of a time sequence.

A little while later.....

During the ....

as the ....

later than ....

suddenly ....

before ....

Activity 58

Write a narrative explaining what happened when you lost something.

Below is an example essay on the above subject. Your teacher will discuss with you the arrangement of the paragraphs.

I consider myself a very lucky girl. Yesterday I lost my chain and locket which I always wear around my neck. It is amazing how I got them back the following day.

Short Introduction

It was the sport hour at college and I and my friends decided to go for a swim. We went to the dressing room to change and shower, and in a hurry came out to the pool. The games period is only an hour long and it is usually felt that it is not enough for swimming. After an exhilarating swim we got dressed to go back for our class. In class my friends noticed that the chain I wore was missing. This really upset me, as this locket was given to me by my grandmother. "Its the most precious thing I had, my grand mother who is now dead gave it to me on my sixteenth birthday" I told my friend.

More details about the incident

When classes were over my friends at school looked for the locket everywhere, at the canteen, the field, the various classrooms and most thoroughly at the pool (the dressing room etc). But the locket was not to be found.

Effort to find it.

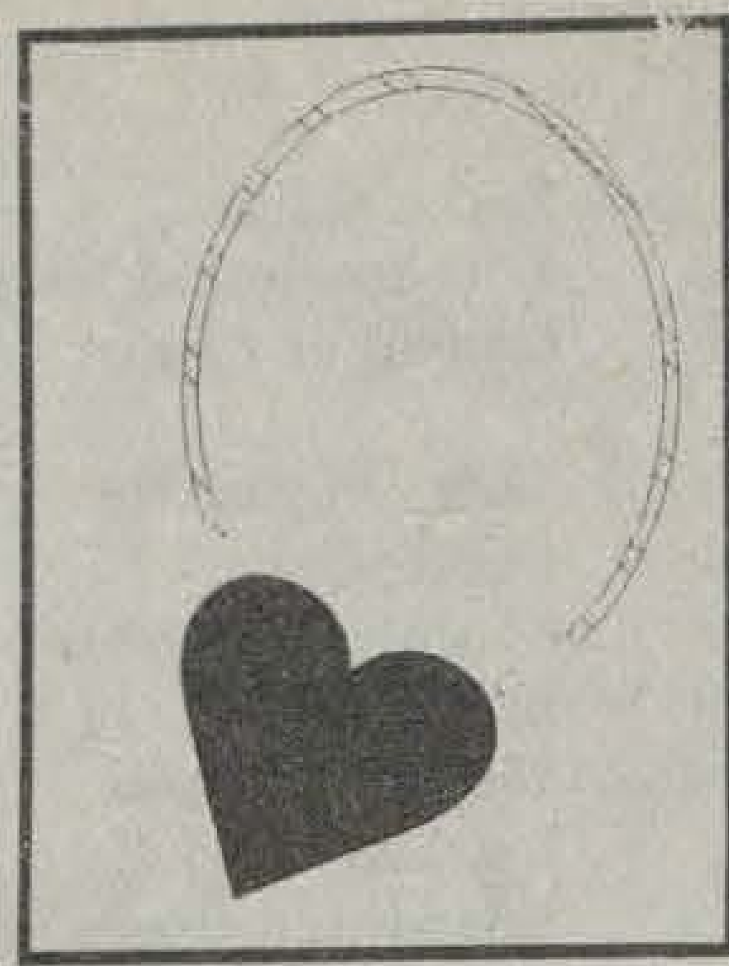
Next day while attending classes at college I kept on thinking about the locket and, having visions of finding it. Luckily it was the day when the pool is emptied for cleaning and white washing, under the supervision of the games mistress. After the pool was emptied the cleaning staff went down into the pool and found the chain and locket lying on the floor of the pool.

How it was found.

When the games teacher come to my class to hand me the chain and locket I was amazed and very pleased at seeing it again. And we all marvelled at this unusual way of finding the locket. All's well that ends well.

Conclusion

Picture of a Locket



VOCABULARY STUDY Feelings



upset horrified pleased amazed

Note: The word *very* is not normally used before *amazed* or *horrified.*

Things that can get lost

Once, while I was swimming my watch got stolen.
Last week while I was paying my fees I left my book on the window sill.

A few months age, while running for a bus, I dropped my wallet.

Giving biographical information: Form of narrative writing

Activity 59

Write biographies of famous men and women from around the world for a class magazine.

The basic aspects to take into consideration while writing a brography are as follows:

- Birth place
- Career
- Dates
- Education
- Achievements
- personality
- Belief
- Reason for fame

Activity 60

Narrate in about 350 words the life and achievements of a 'Famous Historical Figure'. Below is some information about Napoleon Bonaparte. Study this and with guidance from the teacher try to make notes, picking out appropriate information which could he included in a short essay. You can write the essay about Napoleon in answer to the above topic.

Napoleon

Personal life

1769 born in Corsica

1796 married Josephine Beauharnais
1810 divorced Josephine as she had borne him no son
1810 married Archduchess Marie Louise of Austria

1811 birth of son

1821 death on remote island of St Helena in Atlantic

Political life

1799 appointed First Consul of France

1800 reorganised Political and educational system in France
1804 Napoleonic legal code introduced (basis of French and many other countries legal systems, even Japan's)

1804 crowned Emperor of the French
1814 abdicated and sent to island of Elba

1815 escaped from Elba- ruled again as Emperor for 100 days

1815 exiled to St Helena

Military victories

1797 against Austrian at Rivoli (N. Italy)

1805 against Russians and Austrians at Austerlitz
1806 against Prussians at Jena
1807 against Russians at Friedland

1809 against Austrians at Wagram

1812 against Russians at Boradino - Moscow taken, but in flames

Military Defeats

1805 by British at Trafalgar (confirming British)

1814 by British at Victoria French driven out of Spain
1812 retreat from Moscow (only 100,000 of the original 600,000 strong army survived)

1813 by Russians, Prussians and Austrians at Leigzing

1814 Paris taken

1815 by British and Prussians at Waterloo

* French forces not personally commanded by Napoleon





Source:
Jones, L. 1986

DISCUSSIVE (ARGUMENTATIVE OR CONTROVERSIAL) WRITING

A discussive composition is one in which the writer presents facts, ideas and opinions about a given topic and arrives at a conclusion by reasoning. It is argumentative when writers are required to set out arguments on both order and to weigh them fairly. Some writing is controversial because it requires writers to keep cool and think clearly about topics that stir up strong feelings.

Before attempting an essay of this type, writers need to find facts and ideas on which to build an argument. There should be a genuine interest in the subject and an adequate fund of information about it; writers should have the ability to give due weight to a contrary opinion, while cooly and reasonably rejecting it. They should also be able to act out an argument step by step and to arrive at a sensible conclusion.

Writers need to plan a well-developed argument: in fact, the frame work of your essay should be reducible. Writers should use a clear, easily-read style so that attention is concentrated on what is being written rather than how it is written. The cool, thoughtful tone of good discussive writing calls for degree of formality in its style.

While writing such an essay avoid the use of emotional terms (e.g. hateful, shameless, ecstatic, disastrous etc) and excited writing.

The whole point of an argumentative essay is to win the reader over to your point of view. One way of being pervasive is to give examples to support your case. Don't generalize; be specific in your references.

Another way of giving vitality is to refer to what other people have said or felt about the matter. Quotations are particularly useful for beginning and ending an argumentative essay. They give life to what must other wise be pedestrian and flat.

Activity 61

Write an Article on:

Hazards of Nuclear Power Station
Near Habitation.

Below are a list of slogans to help you think.

- Radio activity evdangers our health.
- Radio activity poisons our Earth.
- Nuclear wastes are a risk to life.
- We want no chernobyl.
- Preserve natural beauty.

Try to turn each slogan into a statement.

Example

RADIO ACTIVITY	ACCIDENT RISK
Nuclear power stations leak radio activity into air soil, rivers, and sea, and pollute agricultural land	Nuclear power stations are a hazard: a serious accident in transportation or production can cause a major catastrophe, loss of life, or an increase in world radiation level
NUCLEAR WASTE	DESTRUCTION OF NATURAL BEAUTY.
Nulcear power stations produce wastes which remain radio active for centuries	radio activity destroys natural environment for wild life.

Now try to build an argument with the help of the statements by following the example below:

Topic	Radioactivity endangers our health
Point	Power stations leak radio activity into the air, soil and water. As a result radioactive matter can be taken into the body via food, drinks water, and air. It can cause cancer and genetic changes.
Evidence	More people, especially children develop leukemia in the residential areas around power stations than in other areas.

Your teacher will guide you into writing paragraphs which will serve as the body for your essay.

Source:
Hedge, T. 1988

Activity 62

Write an essay of 400-450 words on the topic:

Should a Married Woman With Preschool Children go to Work?

With guidance from the teacher work out a

- a thesis statement
- an outline
- a rough draft
- a final draft

Exchange your rough draft with your partner and check each other's work, giving suggestions for improvement. Give your essay a proper introduction and conclusion.

Vocabulary

The following words may be useful to you in talking and writing about the subject of working mothers.
the home (as a symbol) A loving home environment. The place here one finds shelter and affection in the midst of the family.
women's liberation A movement that was revived in the 1960s to get more social, economic, and political rights for women.
nurturing Providing physical and emotional nourishment; providing care, training, and education.

self-realization, self-fulfillment Realization of one's potential.

household chore A small, uninteresting job around the house

modern conveniences

home appliances Electrical conveniences in the home that make housework easier: refrigerators, stoves, dishwashers, washers, dryers, vacuum cleaners, etc.

convenience foods Foods already prepared; frozen foods (including TV dinners). packaged food.

homemaker A person who takes care of a home, usually a housewife.

standard of living A person's way of life as determined by the amount of purchasing power the person has.

emotional bonding The emotional attachment of child to the adult who provides nurturing care.

latchkey kids A term used by sociologists to refer to children, usually young adolescents, who must let themselves into an empty home with a key after school because both parents are at work. The term is associated with the lack of adult supervision, protection, and affection which children used to get when their mother is at home.

juvenile delinquency Antisocial or criminal behavior of young people, usually age 18 or younger.

breadwinner A person who works to support dependents; traditionally, this has been the husband.

dilemma A situation requiring a choice between alternatives, neither of which is satisfactory.

controversy argument, dispute.

day care center A place that takes care of infants and preschool children while

their mothers are at work. Also called **day nursery.**

socialization The process of acquiring the physical, mental and social skills that a person needs to survive and to become both an individual and a member of a society. From sociology 2nd ed.., Donald Light. Jr.. and Suzanne Keller. 1979, p. 109/

sexist Referring to the economic exploitation and social domination of women by men.

feminist A person, usually a woman, who strongly advocates equal rights for women.

Usage Notes

Use the correct adjective form.

econo*mic* need (financial need)
a country's econom*ic* problems (refers to the economy)

but

econom*ical* purchase (money-saving thrifty purchase)

Do not add the-s plural endings to the following noncountable words.

work (in general). but *jobs* (specific kinds of work)
works ar countable accomplishments such as works of an
house work (but household chores
homework (but assignments)

Do not use *the* with words that refer to abstract ideas.

society
human nature
happiness
equality
inequality
independence

But use *the* with the words above (except human nature) if they are followed by modifiers

the happiness *of all the people.*
the society in *which we live*

Avoid the use of the informal word 'kid' in your composition. Use child instead.

Do not confuse.

grow up: become mature. Children grow up fast. (*Grow up* is an intransitive verb. It does not take an object.)

bring up: raise. Parents bring up their children. (Bring up is a transitive verb. It takes an object).

In general statements avoid the awkward *he/she* pronoun by using a plural class noun.

Children need the love of their parents

versus

A *child* needs the love of *his or her* parents.

Use a singular verb with *the number.*

The number of working mothers *has* increased.

versus

A greater *number* of mothers *are* entering the work force. (A number = some many.

adapted:
Frank, M. 1990

Activity 63

Write an essay of 400-450 words on the topic of "Capital Punishment".

Vocabulary

The following words may be useful to you in talking and writing about the subject of capital punishment.

capital punishment or the death penalty By law, punishment by death for a serious crime. The execution (putting to death) in the United States may be by the electric chair, firing squad, hanging or lethal (causing death) injection.

Kinds of Crime
homicide Killing, murder.

arson The international burning of property (arsonist, noun).

rape Sexual attack on a person (usually a woman) (rapist noun).

hijacking Stealing goods from a moving vehicle (hijacker, noun)

skyjacking Taking over an airliner (skyjacker, noun).

terrorism The use of violence to achieve political goals (terrorist, noun).

espionage Spying (spy, noun).

drug trafficking Dealing in drugs (drug trafficker, noun).

kidnapping Seizing a person by force and holding that person for ransom or some other demand (kidnapper, noun).

burglary Breaking into a building, usually to steal (burglar, noun).

robbery Stealing, with the use of force (robber, noun)

assault A violent attack.

treason Betrayal of one's country by giving away its secrets (traitor, noun).
sabotage The deliberate damaging of property or the obstruction of production in a factory (saboteur, noun).

Degree of Crime

offense A violation of a law or rule, a crime (offender. noun).

felony A serious crime, punishable by a heavy sentence-for example. murder, arson (felon, noun; felonious, adjective).

misdemeanour A less serious offence than a felony.

manslaughter The unlawful killing of a person without intent to do harm

Being Charged with a Crime

arrest Seize a person by legal authority.

bail Security (money or property) given as a guarantee that an accused person will return for his or her trial.

grand jury A group of citizens that determines whether there is enough evidence to bring an accused person to trial.

indictment Being charged by the law with an offense.

arraignment The act of summoning an accused person before a court because of the charges in an indictment.

prosecute To institute and conduct a legal action against an accused person. The prosecuting attorney (for prosecutor). as a representative of the law, makes the charges against the accused person in a trial.

trial A formal hearing to decide a case in a court of law. For a serious case, a trial includes the judge, the jury (in the United States, usually twelve citizens, who will decide whether the accused person is innocent or guilty), the accused person, the defense attorney, the prosecuting attorney, and witnesses for and against the prosecution.

verdict The decision of the jury regarding the innocence or guilt of an accused person in a court trial. If the verdict is guilty, the judge usually gives the sentence (the punishment) for the accused.

convict (verb) Find a person guilty of an offense (a convict is a prisoner)

parole The conditional release of a prisoner before his or her sentence ends. A parolee must report to a parole officer.

commute Reduce a punishment to one that is less severe. (In the case of the death penalty. it is usually the governor who commutes the punishment.)

deterrent Something that discourages a person from doing something for fear of punishment (deterrent, adj, deterrence, noun, deter, verb).
rehabilitation Restoration to useful life (especially to acceptable social behavior) through education and therapy.

discrimination Prejudice (discriminatory adj).
rehabilitation Restoration to useful life (especially to acceptable social behaviour) through education and therapy.

mandatory Required by law (without exception).

discretionary Having the power to make decisions according to one's own judgment (thus allowing for exceptions).

mitigating circumstances Circumstances that contribute to making a punishment less severe.

retribution A punishment that is deserved (Because the word can be interpreted as a just punishment administered by a higher authority. it has a good or neutral connotation).

revenge Punishment inflicted in return for some harm, often personal harm (Usually, in discussions of capital punishment. revenge has a negative connotation. as resulting from our lower instincts.)

capricious Tending to change one's mind unpredictably for no apparent reason.

arbitrary Determined by individual judgment rather than by a guiding principal or law.

opponent A person who is against something or someone.

proponent A person who is for something.

inhuman lacking pity, brutal, heartless.

inhumane Not caring for others, without sympathy.

Usage Notes

Use '*the*':

the death penalty

but do not use 'the':

capital punishment

Do not use 'the':

go to prison
go to jail

Do not add - *s*:

the poor the rich, the underprivileged

Theses adjectives used as nouns require plural verbs:
(the) blacks, (the) whites

Do not add es to research:

do research

A number is plural (= some. man); *the number* is singular.

A number of studies *reveal* that the rate of crime is increasing.

The number of crimes is increasing

Prepositions used with words about argument:

(dis)agree *with* someone that capital punishment can deter criminals

(dis)agree *with* someone *about* the power of capital punishment to deter:

criminals

argue *for or against*
be *in* favor *of* = favor
be *against* = be opposed *to* (or oppose)

Adapted
Frank, M. 1990

Activity 64

Write a short essay on:

Why do Women live longer
Than Men.

Activity 65

Writing a balanced, relevant essay on:

Advertising

Look at the notes below and decide which you would include in an essay on this topic keeping in mind that the points must all be relevant to the topic.

The effects of advertising.

- Need created for totally unnecessary products (e.g. Kitchen gadgets)
- Plethora of brands of goods, different only in name (e.g) detergents, shampoos, cooking oils)
- goods more expensive due to costly advertising budget
- young people may be harmed by certain advertisements (e.g. fattening foods, cigarettes)
- Advertisements stimulate envy among the less well - off; may lead to rise in crime rate (e.g. thefts of expensive cars, jewelry).
- Commercials on TV interrupt programmes - very annoying.
- Advertisements create desire for more and more material possessions.
- Advertisements lead to dissatisfaction with ones' standard of living - may lead to people trying to live beyond their means.
- Many commercial an TV have insidious tunes that linger in the brain.
- Many advertisements are amusing and informative - often more amusing than the programmes on TV or articles in a magazine.
- Advertisements create consumer awareness, giving informative about a range of products
- Advertisements in newspapers and magazines keep their cost down - many couldn't survive without advertisements.
- The world would be dull and drab without amusing and colourful advertisements.

Add any further points you would like to make to the notes above. Then write a composition on the topic. Try to give examples of particular advertisements which support your arguments.

Activity 66

Use the notes below together with you own ideas and opinions, as the basis for a 350 - word composition an this topic.

Some Practical Advice on Staying Healthy

Discuss with a partner and make sure you give some personal examples to make the composition more interesting for your reader.

Diet

High fibre intake	——>	better digestion + less disease connected with digestion.
Reduced salt intake	——>	lower blood pressure
Reduced fat intake	——>	less heart disease
Slow energy release foods	——>	control of weight
Reduced sugar intake	——>	less tooth decay + control of weight
Sufficient vitamins	——>	higher resistance to infection
a well - balanced diet.	——>	control of weight

Exercise

——> higher resistance to infection

——> lower susceptibility to heart disease muscular pains, arthrits.

——> control of appetite

——> feeling of well - being and physical fitness.

Habits

Cigarette smoking	——>	cancer, bronchial disease
Alcohol	——>	liver disease, addiction
Stress or work and at home	——>	heart disease + stress - related illness (migraine, mental illness, depression etc)

Heredity

Parents medical histories passed on to children.

Section VI

CORRECTION OF ERRORS

Prof. Humaira Irfan

VERB TENSE

Activity 1

Several different verb tenses are usually needed in a piece of writing.

Examine the verbs in the following two passages carefully and note how various verb tenses can work together in sequence.

Passage 1: Present Focus

In the following passage, the principal time focus is the present; however, the writer can also look back to the past and forward to the future, using the present as a frame of reference. Read the passage and note down all the sentences which refer to:

- **Present** - now
- **Past** - before the present
- **Past and Present** - started before the present and is still happing now
- **Future** - after the present

> I am glad to be living in Davis, a small college town in northern California between Sacramento and San Francisco. Known as the bicycle capital of California, Davis has many facilities for bike riders, including bike lanes on almost every street, bike racks in front of almost every store and office, and special traffic-light buttons for cyclists. I enjoy being able to ride my bicycle to school everyday. Also, because Davis is a university town, I can choose to attend many interesting events, such as lectures, movies and cultural performances. I am never bored! Although I moved here only six months ago, I already feel at home and have made many good friends. I know I am going to enjoy the rest of my stay in Davis, even though I do not know how long I will remain here.

Passage 2: Past Focus

The following passage is centered around a past event. Notice, however, that the writer shifts tenses several times - to describe events further in the past (before this event), in the present, and in the future. Read the passage and note down all the sentences which refer to:

- **Past.**
- **Earlier than the past.**
- **Present** - now, after the event.
- **Future** - after the present.

> My cousin Haider decided to drop out of college two weeks ago. Apparently, he had been depressed for about two weeks prior to making this decision. I understand he had been having financial problems that had led to marital problems as well. Haider's classmates encouraged him to speak with his professors or a counselor, but unfortunately Haider refused. His classmates and his family feel terrible that they could not convince him to get counseling before making the decision to quit school. They are worried that eventually Haider will regret his decision and will wish he had stayed in school.

Forms and Uses of Verb Tenses in English

The following charts provide an explanation of the forms and uses of verb tenses in English. You may want to begin by reviewing all of the tenses. Then study more carefully those tenses that your students find difficult.

SIMPLE PRESENT

When can you use this verb tense ?

Use	Examples
To express a habitual or repeated action in the present or a condition that is true at any time.	*Tahira rides her bicycle to school every day.* *I am not a morning person. In fact, I usually do not get up until 10:00 A.M.*
To express general truths that are timeless (well-known laws or principles or even generally accepted truths about people, places, and customs).	*Water boils at 100 degrees Celsius.* *Generally speaking, Spaniards eat dinner much later than Americans do.* *University students often do not get enough sleep.*
To report what appears in print. The use is common in academic writing when the writer is referring to texts and quotations. In the example, even though The writer wrote his article in the past, he has put the underlined verb in the present tense.	*In his article, "The Communication Collapse," The author asserts that schools encourage poor writing habit by forcing students to write under time pressure.* *(Note: The writer could also use the past tense, asserted.)*
To describe past events as if they were happening now. This use is called the **historical present**. In the example, taken from a longer account of a visit to Nepal, the writer has chosen to narrate his adventures using the present tense, even though the trip is over and he is back in his country.	*My friend and I arrive at Kathmandu Airport on February 25, 1991. Jim meets us with a taxi, and we drive to what is to be our apartment for nearly three weeks. The drive is culture shock number one.*

How do you form this verb tense?

> base from of the verb (infinitive without to) or, for third-person singular, add-s or -es

Examples:

I write
You write
we write
he/she/the student writes
they/the students write

PRESENT PROGRESSIVE

When can you use this verb tense?

Use	**Examples**
To express an action or activity that is happening right now (at this moment, today, this year); the action has begun and is still happening.	*Tahira* *is working* *on the first draft of her essay.* *Meriam* *is majoring* *in electrical engineering.*
To express that an action or activity is happening at the present time and is temporary.	*Muhammad* *is working* *for his uncle.* *(Allows for the possibility that Muhammad may not permanently work for his uncle.)*
To express an action that is already in progress at a specified point of time in the present.	*When my roommate gets home after class, I* *am usually cooking*. *At 8:00 P.M., Tina is usually* *studying* *in the library.*

How do you form this verb tense?

> am/is/are + present participle (-ing)

Examples: *I am reading*
you are reading
he/she/the student is reading
we are reading
they/the students are reading

SIMPLE PAST

When can you use this verb tense?

Use	**Examples**
To indicate that an action or event took place at a specific time in the past.	*I* <u>*visited*</u> *Japan in 1991.* *Last night we* <u>*saw*</u> *a movie about Kashmir.*
To indicate than an action or event occurred over a period of time in the past with the implication that it is no longer true in the present.	*I* <u>*lived*</u> *in Los Angeles for 15 years.* *Shehr Bano* <u>*was*</u> *on the volleyball team in college.*

How do you form this verb tense?

> Regular verbs: base form + -ed

Examples:
I walked
you walked
he/she/the student walked
we walked
they/the students walked

Note:-Many verbs have irregular past-tense forms. Some common irregular past-tense forms include *took, ate,* and *came*. Consult an ESL grammar book for lists of common verbs that have irregular past-tense forms. You can also find irregular past-tense forms in the dictionary under the base form of the verb..

PAST PROGRESSIVE

When can you use this verb tense?

Use	**Examples**
To express that an activity was in progress at a specific point of time in the past.	*At 8:00 last night, I* <u>*was studying*</u> *in the library.* *I* <u>*was cooking*</u> *when the phone rang.*
To show that an activity lasted for a period of time in the past (emphasis on the duration).	*I* <u>*was working*</u> *all day yesterday.* *I* <u>*was cooking*</u> *while you* <u>*were sleeping*</u>.

How do you form this verb tense?

> was/were + present participle (-ing)

Examples:
I was reading
you were reading
he/she/the student was reading
we were reading
they/the students were reading

PRESENT PERFECT

When can you use this verb tense ?

Use	Examples
To express an action or state that began in the past and continues in the present.	*Haunah has lived in California for two years.* *I have known Haunah since she came to California.*
To indicate that an action or event occurred some time in the past, although the exact time is not specified or important.	*Sana has moved back to France.* *I have already filed my income taxes.*
Note	
This tense can also indicate that an event has very recently happened. The adverb just is often used in this case.	*I have just completed the math problem set.*
To indicate that an action or event has occurred more than once in the past (specific times are not given or important).	*Noor has seen the doctor several times about her allergy problem.*

How do you form this verb tense ?

> has /have + past participle

Examples

I have walked
You have walked
he/she/the student has walked
we have walked
they/the students have walked

Note

Many past - participle forms are irregular (for example, known, seen, written, met). Check an ESL grammar book for lists of common verbs that have irregular past - participle forms. You can also look up irregular past participles of individual verbs in the dictionary, under the base form of the verb.

PRESENT PERFECT PROGRESSIVE

When can you use this verb tense ?

Use	Examples
To emphasize the duration of an activity that started in the past and has continued into the present.	*I have been waiting for you for an hour.* *Abdul Aziz has been living in California for two years.*
To indicate that an activity has been in progress recently (the activity started in the past and is still going on).	*Rizwan has been reading the book 'War and Peace.'* *I have been thinking about moving out of the dormitory.*

How do you form this verb tense ?

> has/have + been + present participle (-ing)

Examples

I have been waiting
you have been waiting
he/she/the student has been waiting
we have been waiting
they/the students have been waiting

PAST PERFECT

When can you use this verb tense ?

Use	Examples
To Indicate an action that was completed by a definite time or before another action was completed in the past.	*In English class I suddenly realized that I* <u>*had forgotten*</u> *to bring my text book.*
	I <u>*had*</u> *never* <u>*read*</u> *anything by Jane Austen until last month.*
Note If the word 'before' or 'after' is in the sentence, the simple past may be used instead of the past perfect.	*After all my friends* <u>*left*</u> *(or* <u>*had left*</u>*). I cleaned up the apartment.*

How do you form this verb tense ?

> had + past participle

Example *I had called*
you had called
he/she/the student had called
we had called
they/the students had called

Note

Many past - participle forms are irregular (*for example, written, met, known*). Check an ESL grammar book for lists of common verbs that have irregular past - participle forms. You can also look up irregular past participles of individual verbs in the dictionary under the base form of the verb.

PAST PERFECT PROGRESSIVE

When can you use this verb tense ?

Use	Examples
To emphasize the duration of an activity that was completed before another action or time in the past.	*I had been waiting for him for an hour when he finally arrived.*

How do you form this verb tense ?

> had + been + present participle (-ing)

Example

I had been waiting
you had been waiting
he/she/the student had been waiting
we have been waiting
they/the students had been waiting

FUTURE

When can you use this verb tense ?

Use	Examples
To express as action, event, or state that will occur in the future.	*I will drive you to the airport tomorrow.* *Terry will graduate next June.*

How do you form this verb tense ?

> will + base form

Examples *I will attend*
You will attend
he/she/the student will attend
we will attend
they/the students will attend

Note

Do not use an-s on the base form of the verb in the third - person singular.

Other Important Information about Expressing Future Time

Future time can also be expressed in the following ways.

> am/is/are going to + base form

Examples *We are going to take the midterm on Friday.*
The city is going to have a parade on August 14.

> *simple present or present progressive (especially with verbs of arriving and departing)*

Example *The plane leaves as 8 p.m. this evening*
The plane is leaving at 8 p.m. this evening.

When the future is expressed in a sentence that is in past time, *will* becomes *would*.

Examples

1. ***present future time:*** *The instructor says that the exam will cover the first five units of the textbook.*

   past time: *The instructor said that the exam would cover the first five units of the textbook.*

2. ***present future time:*** *Even though I plan to go to college next year, I do not know how demanding college classes will be.*

   past time: *When I was still in high school, I did not know how demanding college classes would be.*

FUTURE PROGRESSIVE

When can you use this verb tense ?

Use	Examples
To express an action that will be happening over a period of time at some specific point in the future.	*Even though <u>I will be studying</u> when you call, I do not mind being interrupted.*
To emphasize the duration of an action in the future.	*Lamia <u>will be working</u> on this essay for the next week.*

How do your form this verb tense?

> will + be + present participle (-ing)

Examples

I will be leaving
you will be leaving
he/she/the student will be leaving
we will be leaving
they/the students will be leaving

FUTURE PERFECT

When can you use this verb tense ?

Use	Examples
To indicate that an activity will be completed before another event or time in the future	*Maria <u>will have finished</u> her Ph. D by the time she leaves for a two - year stay in France.*
	We <u>will have finished</u> five essays by the end of the semester.

How do you form this verb tense ?

> will + have + past participle

Examples:

I will have gone
you will have gone
he/she/the student will have gone
we will have gone
they/the students will have gone

FUTURE PERFECT PROGRESSIVE	
When can you use this verb tense ?	
Use	**Examples**
To indicate that an action has been in progress for a period of time before another event or time in the future.	*Insaram will have been working on his dissertation for three year before he gets his Ph D. degree.* *By this time next year, I will have been living here for two years.*
How do you form this verb tense ?	
>	will + have + been + present participle
Examples	*I will have been practicing* *You will have been practicing* *he/she/the student will have been practicing* *we will have been practicing* *they/the students will have been practicing*

Adapted. Lane, Jand Lange E 1993

Activity 2

(Do this exercise on your own. Then check your answers with a classmate.)

Directions

Examine each verb tense in the following sentences to decide whether or not a sentence is correct (C) or incorrect (I). Cross out each incorrect verb and write the correct verb above it. Be prepared to explain why your choice of verb tense is correct.

Example: 1	**Since I have been a college student, I have made many new friends.**

____ 1. I was interested in physics since high school.

____ 2. Having computer skills is essential for a college freshman, and I decide to learn how to use a computer.

____ 3. Rizwan majors in environmental engineering on this campus.

____ 4. Since, she was a child, she likes sports, especially water sports, such as swimming and water sking.

____ 5. The civil engineering department has just received a large grant to do research on wastewater management.

____ 6. Meriam graduate as a veterinarian in January 1989.

____ 7. Mahmood speaks Persian and comes from Iran.

____ 8. Human beings make mistakes. Sometimes we did things we greatly regretted.

____ 9. It was raining all day yesterday.

____ 10. The professor had given an introduction to the course yesterday, the first day of class.

____ 11. There are rumours that tuition is higher next year.

____ 12. For the rest of the term, we will be learning about writing term papers.

____ 13. By the time of the presidential election, the candidates will have campaigned in most, if not all, of the fifty states.

____ 14. My Ph.D. research takes a great deal longer than I expected.

____ 15. In my opinion, voting in elections was very important.

Activity 3

(Do this exercise on your own, Then check your answers with a classmate.)

Directions

First read the entire paragraph. Then fill in each blank with the correct verb tense of the verb in parentheses.

Note

For some verbs, more than one option is possible.

One quality that (help) *helps* students succeed in their studies is self-discipline. Self-discipline (be) __________ particularly important in college. I learn) ______________ a great deal about self-discipline by observing two of my friends. I have noted that my roommate Hajra (plan) __________ her time every night before she (go) ____________ to bed. She (write) ____________ down what she (spend) ______________ doing each activity. First, she (schedule) ____________ time for attending classes and working. She also (set) ___________ aside time for socializing, running, studying, and eating. By having a timetable and sticking to it, Hajra (is) _____________ always able to accomplish a lot more than I can. Another friend, Khadeejah, (discipline) ______________ herself by not doing anything unless she (complete) _____________ all of her homework and reading. One night last semester, I (invite) _____________ her to go out to dinner, but she (refuse) ___________ because she (not finish) ________________ her physics problem. I wish I could be as disciplined as these two friends of mine are. I (know) ____________ that self-

discipline is important if I want to be successful in college. Thus, next term I (make) ________________ an effort to discipline myself.

Activity 4

(Do this exercise with a classmate.)

Directions

The following paragraph, written by a student, has been edited so that the only errors are in verb tense. First, read the paragraph. Then cross out each incorrect verb and write the correct verb tense above it. Note: For some verbs, more than one option is possible.

I have a positive attitude toward writing in English. When I first came to Pakistan, I was very confused about using English, a new and strange language. But as time goes by, my feeling toward the language begin to change. I force myself to write even though it was hard at first. I write a lot, and I become more confident each time I write. Now, although I am more confident about writing, I still have many problems to overcome. I find that writing takes a great deal of time and one has to be patient and disciplined in order to be good at it. At times, I was frustrated and impatient with my writing. in fact, sometimes I sit for hours and cannot write even a word. Nevertheless, despite my frustration and long hours of works, I tend to have a positive attitude toward writing in English. Even though English is not my native language, I have found that I simply like to write.

Activity 5

(Do this exercise on your own. Then check your answers with a classmate.)

Direction

The following paragraph, written by a student, has been edited so that the only errors are verb-tense errors. First, read the paragraph. Then cross out the incorrect verbs and write the correct verb tense above each incorrect verb. Note: In some cases, more than one option is possible.

Children of immigrants who do not speak English often function more like adults than children. As a child of immigrant parents myself, I have often had to act as an adult. Ever since my family arrived here five years ago, I take care of them in many ways. I have had to pay the rent, the utilities, the telephone, and many other payments. I translated letters from English to Urdu for the whole family. When a family memeber was sick, I had gone along to the doctor to explain the problem and to translate the doctor's suggestions. I believe it has been good for me to do all these things because it prepared me for what I face when I am living on my own. Having adult responsibilities gave me the chance to understand what the world is like outside of my home. It provided me with hands on training and beneficial for me.

Activity 6

(Do this exercise on your own. Then check your answers with a classmate.)

Direction

The following paragraph, written by a student, has been edited so that the only errors are in verb tense. First, read the paragraph. Then cross out each incorrect verb and write the correct verb tense above it.

Luckily for me, at the very end of my first term here at college, my grades changed for the better. My Chemistry class last semester is one example. At the start of the term, I did not understand the materials or the problems. I was confused when I read and tried to solve problems. Even though I do the homework and go to all the laboratory sessions, my understanding did not seem to improve. In fact, on my first and second midterms, I receive a D and an E After receiving those two grades, I start to realize that I had to change the way I was studying. I decide to put myself on a strict schedule and to go to library every day after dinner. I continue to follow this plan until the end of the semester. Even now, I still cannot bêlieve how well I had done on my final. I received a B on the final and a C for the semester. This is what I think happen: When I reviewed all the material systematically, I am able to understand principles of chemistry that I did not understand before.

Activity 7

(Do this exercise on your own.)

Directions

Choose an article in a newspaper or magazine. After reading the article, underline all the verbs.in one or two paragraphs. Do you understand why the different verb tenses were used? If yor are unsure of any of them, ask a classmate, a tutor, or your instructor.

Adapted
Lane, J. and Lange, E. 1993

SUBJECT-VERB AGREEMENT

Subject - Verb Agreement

A subject-verb agreement error (sv) is an error in which the form of a verb does not fit grammatically with the subject. For example, *she have* and *he see* illustrate errors in subject-verb agreement. *She have* should be *she has*, while *he see* should be *he sees*.

Common Problems

Here six problems are presented which students commonly, face with subject verb agreement.

Problem I

The third-person singular has been incorrectly formed in the present tense.

Incorrect: Each spring the doctor tell my father to take a vacation.

Correct: Each spring the doctor tells my father to take a vacation.

Basic Rules for Subject - Verb Agreement

1. In the present tense, a third - person singular subject takes a verb that ends in -s or -es. The third person singular includes the pronouns *he, she* and *it,* as well as all other singular subjects, such as *the doctor, the dog,* and *the athlete.*

   Incorrect: Meena work as a Sales woman at the grocery store.
   Correct: Meena works as a Saleswoman at the grocery store.

   Incorrect: My back hurt.
   Correct: My back hurts.

2. All other pronouns (*I, you, we they*) and plural subjects, such as *books* or *classes,* do not take a verb ending in -s.

   Incorrect: Many students *chooses* sports to stay in shape.

   Correct: Many students *choose* sports to stay in shape.

   Incorrect: Her children has many different kinds of toys.

   Correct: Her children have many different kinds of toys.

3. A few nouns that end in -s are actually singular. Some of these include *sports, news,* and some fields of study (*physics, mathematics, economics*).

   Incorrect: Economics are a very interesting field of study.
   Correct: Economics is a very interesting field of study.

   Incorrect: The news begin at 6:00 p.m.
   Correct: The news begins at 6:00 p.m.

4. The commonly used noun people is a collective noun and takes a plural verb.

   Incorrect: The people going on the trip is already here.
   Correct: The people going on the trip are already here.

5. Uncountable nouns take singular verb.

Incorrect:	The money are in the wallet.
Correct:	The money is in the wallet.

Note: Mo.t errors in subject-verb agreement involve verbs in the present tense. However, subject-verb agreement errors also sometimes occur with the verb *to be* in the past tense.

Incorrect:	I were a student for four years.
Correct:	I was a student for four years.
Incorrect:	Meena were a student for four years.
Correct:	Meena was a student for four years.
Incorrect:	Haider and Ali was students for four years.
Correct:	Haider and Ali were students for four years.
Incorrect:	We was students for four years.
Correct:	We were students for four years.

Problem 2

The subject and verb do not agree when words come between them.

Incorrect:	Sana's lack of friends and relatives make her feel isolated.
Correct:	Sana's lack of friends and relatives makes here feel isolated.

Self-help Strategy

Remember that words that appear between the subject and the verb do not affect agreement. In the example sentence above, the subject is *lack;* thus, the verb must take the third-person singular form, *makes*.

Problem 3

The verb in a relative clause (sometimes called an adjective clause) does not agree with the noun that the clause modifies.

Incorrect:	Every person should try to choose a place to live that suit his or here needs
Correct:	Every person should choose a place to live that suits his or her needs.
Incorrect:	The president, who serve a four-year term, lives in the Presidency.
Correct:	The president, who serves a four-year term, lives in the Presidency.

Self-help Strategy

Keep in mind that the verb in a relative clause always agrees with the word the relative pronoun (*that, which, who, whose, whom*) refers to. In the first example sentence, the verb in the relative clause must agree with the noun *place*. In the second sentence, it must agree with the noun *president*.

Problem 4

The subject and verb do not agree when a gerund or infinitive is the subject of the verb.

Incorrect:	Being a workaholic have many disadvantages.
Correct:	Being a workaholic has many disadvantages.
Incorrect:	To copy someone else's answers on tests are wrong.
Correct:	To copy someone else's answers on tests is wrong.

Self-help Strategy

Remember that when a gerund or an infinitive serves as a subject of a sentence, the verb connected with this subject will be in the singular form.

Problem 5

The subject and verb do not agree when the clause or sentence begins with *there is* or *there are*.

Incorrect:	There are a new car parked in my driveway.
Correct:	There is a new car parked in my driveway. (The true subject is a new car).
Incorrect	There is ten students in my discussion class.
Correct:	There are ten students in my discussion class. (The true subject is ten student).

Self -help Strategy

When using *there,* think ahead to the true subject, which follows the verb *to be,* so that you choose the correct form of the verb to agree with this true subject. Review the rules that follow on subject verb agreement with *there.*

Rules for Subject - Verb Agreement with There

When a sentence or clause begins with *there,* the verb agrees with the true subject, which follows the verb.

1. *There is* is used before a singular or uncountable subject.

Example *There is enough air in my tires.*
There is a new book on the best-seller list.

2. *There are* is used before a plural subject.

Example *There are two new books on the best-seller list.*
There are three classes in physics being offered this semester.

3. When *there* is followed by a compound subject (two noun phrases joined by *and*), the verb agrees with the noun immediately following it.

Examples: *There is a new stereo and a new tape deck in her room.*
There are new twin beds and a CD player in her room.

Problems 6

The subject and verb do not agree following the words *one of the*.

SV

Incorrect: One of the students <u>play</u> the drums.
Correct: One of the students <u>plays</u> the drums.

Self-help Strategy:

Keep in mind that even though the group of words *one of the* is always followed by a plural noun, the verb must agree with *one*, which is the true subject of the sentence.

Adapted.
Lane, J. and lange E. 1993

Activity 8

(Do this exercise on your own. Then check your answers with a classmate.)

Directions:

Examine the subject verb agreement in the following sentences to decide whether or not a sentence is correct (c) or incorrect (I). Cross out each incorrect verb and write the correct verb above it.

Example:	<u>1</u>	A student in Sind usually ~~learn~~ learns to speak English, Sindhi, and Urdu in school.

____ 1. Amina's children is certainly well-behaved.

____ 2. Physics is a popular subject at my university.

____ 3. Irfan, who is in second grade, already know how to read and write.

____ 4. One of the students in the class was selected to participate in the essay contest.

____ 5. If a child in China perform well enough in his or her sport, the child will have a chance to receive professional training.

____ 6. Parents usually wants the best for their children.

____ 7. Brainstorming help a writer to gather ideas and avoid writer's block.

____ 8. There is several stages in the writing process, including prewriting, writing a draft, and revising.

____ 9. Because of the drought, there are not enough water for all the farmers who need it.

Activity 9

(Do this exercise on your own. then check your answers with a classmate.)

Directions

Fill in each blank space with the correct form of the verb in parentheses. This paragraph, which was written by a student, is in the present tense.

My English class (differ) <u>differs</u> from my chemistry class in terms of the student-teacher relationship. With the small number of students in English, the relationship between the teacher and the students (be) ____________ much closer than that of the teacher and students in Chemistry. Since there (be) ____________ only 12 students in English, the students (find) ____________ it extremely easy to talk to their teacher one-on-one. At the beginning of every class on Mondays and Wednesdays from 2 to 4 P.M., I always (have) ______________ something to say to my teacher, Miss Ahmad either a question to ask her or a simple "hello." Also, since the class is small, she always (walk) _________ around during class to help us with our specific problems, and she always (have) ______________ time for a short conversation with each of us. Being able to get attention from the teacher in this way (help) ____________ the students build a strong working relationship with their teacher. In contrast, since Chemistry is such a large class, there (be) _______ very little chance for close student-teacher interaction. With about 500 students in her class, Dr. Seeme rarely (answer) __________ individual students questions in class. In fact, she is so busy even during her office hours that (have) _____________ not been able to ask her any questions all semester. Because of this lack of communication between Dr. Seeme and the students, Chemistry (have) ____________ been more stressful for me than English.

Activity 10

(Do this exercise with a classmate)

Directions

The following paragraph contains some errors in subject-verb agreement. Cross out each incorrect verb and write the correct form about it.

April 15 is a well-known date in the United States. Every year on this day, everyone who ~~work~~ works must file his or her income-tax forms with both the federal and state governments. Filing these forms are no easy task. First, a person needs to decide which forms to file. For federal income taxes, there is a long form for people who wishes to itemize their deductions. This form have at least five supplementary parts, called "schedules," and a person must decide which of these, if any, to file as well. Then there is a short form for people who plans to take the "standard" deduction, one that have been precalculated and is the same for everyone. The state income-tax

forms are separate forms, and these must also be filed. In California, there is at least four supplementary schedules that a person may need to fill out. Once a person know which ones to file, completing all of these forms are not easy either, and many people hires an accountant to help them. Regardless of whether a taxpayer choose to complete the forms on his or her own or to seek assistance, the forms must be postmarked before midnight on April 15. This day is one of the busiest for the U.S. Postal Service since many taxpayers find themselves finishing the whole process at the last minute.

ARTICLES

Common Problems and Rules

Here four problems, commonly made by students with articles (art), are presented.

Problem 1

The zero article (ø) has been used when *a* or *the* is needed.

Incorrect: Yesterday, I finally went to pay my ovredue fine at ø library.
Correct: Yesterday, I finally went to pay my ovredue fine at the library.

Incorrect: She bought ø book and ø ball point pen as birthday gift.
Correct: She bought a book and a ball point pen as a birthday gift.

Incorrect: All of ø textbooks for this class have been sold.
Correct: All of the textbooks for this class have been sold.

Problem 2

The article art has been used where ø is needed.

Incorrect: A good friend gives an advice when asked.
Correct: A good friend gives advice when asked.

Incorrect: My uncle has an obvious reasons for his decision.
Correct: My uncle has obvious reasons for his decision.

Problem 3

The article art has been used for *the* or vice versa.

Incorrect: My cousin lived the productive life as a pharmacist.
Correct: My cousin lived a productive life as a pharmacist.

Incorrect: My lab partner has a books you wanted him to find.
Correct: My lab partner has the books you wanted him to find.

Problem 4

The articles *a*, ø or *the* have been used instead of another determiner.

Note

Articles are part of the whole system of determiners, which includes possessive pronouns (for example: *my, your*), demonstrative adjectives (*this these; that, those*), and quantifiers (for example: *some, any* or *every*).

Incorrect: Whenever I go to the library, I remember that I need the library card.
Correct: Whenever I go to the library, I remember that I need my library card. (*I need a library card* would also be correct but would not show possession.)

Incorrect: Restaurant employees need to wash the hands frequently.
Correct: Restaurant employees need to wash their hands frequently.

Incorrect: She wants a meat for dinner.
Correct: She wants some meat for dinner. (The emphasis is on the amount.)
Correct: She wants meat for dinner. (The emphasis is not on the amount but on what she wants to eat for dinner.)

There are rules for using articles with common nouns. Every time a common noun or noun phrase (the noun plus its modifiers) are used a writer will have to decide whether to use *a*, *ϕ*, or *the*. Articles are used to identify or not identify a noun as specified below.

The article *the* identifies the noun.

Example: I ate the apple in my lunch. (*The apple* identifies which apple, the one in my lunch.)

The article a or the zero article (ϕ) does not identify the noun but shows what class or group the noun belongs to.

Examples: *I eat an apple every day. ("an apple" = something that can be classified as an apple)*

Your pen needs ink, (ink = something that can be classified as ink)

I like foreign films. (foreign films = things that can be classified as foreign films.)

1. **When you are not identifying a common noun, use a or ϕ.**

You will decide to use *a* or *ϕ* depending upon whether the noun is countable or uncountable. Countable nouns (like *textbook*, *test*, or *assignment*) can be counted and made plural, but uncountable nouns (like *writing*, *homework*, and *intelligence*) cannot be counted and do not have a plural form. Most dictionaries indicate if a noun is countable or uncountable. Some nouns (like *paper* or *change*) can be either countable or uncountable depending on their meaning.

a. **If the noun is a singular countable noun, use *a*.**

Incorrect: Last week I bought chemistry textbook at Aggie Books.
Correct: Last week I bought a chemistry textbook at Aggie Books. (The chemistry textbook is one of many chemistry texts the bookstore has; the writer has not identified the particular book.)

Incorrect: When students are taking the composition class, they often complain about the time they must spend working on their essays.
Correct: When students are taking a composition class, they often complain about the time they must spend working on their essays. (The writer has not identified a specific class but is taking about any composition class.)

b. **If the noun is uncountable or if it is plural, use ϕ.**

Note

The determiner *some* can be used with uncountable and plural nouns but only when an amount can be indicated.

Incorrect: Many people drink the bottled water since they prefer its taste.
Correct: Many people drink bottled water since they prefer its taste. (Water is uncountable)

Incorrect: The playing badminton is my favourite activity.
Correct: Playing badminton is my favourite activity. (Gerunds and gerund phrases [the gerund with its object and modifiers] are uncountable.)

Incorrect: Before I go to class, I had better buy a ruled notebook paper.
Correct: Before I go to class, I had better buy ruled notebook paper. (Paper is uncountable and no amount is specified.)
Correct: Before I go to class, I had better buy *some* ruled notebook paper.(Paper is uncountable and a nonspecific amount is indicated.)

Incorrect: The rubber-soled shoes are to be worn at all times on the gymnasium floor.
Correct: Rubber-soled shoes are to be worn at all times on the gymnasium floor. (The writer means rubber-soled shoes of any kind.)

Incorrect: The blue books are to be used during the final exam.
Correct: Blue books are to be used during the final exam. (The writer has not identified any specific blue books.)

2. When you are identifying a common noun, use *the.*

a. After you have used a noun with *a,* use *the* when you use the noun again.

Incorrect: I found a used car that I liked yesterday and bought it. I now have to buy insurance for *a* car.

Correct: I found a used car that I liked yesterday and bought it. I now have to buy insurance for *the* car. (*The* car means specifically the car that has already been mentioned.)

b. When the following occur, use *the*. The noun can be singular or plural, countable or uncountable.

* The noun is identified by a ranking adjective that identifies it as one of a kind:

Correct: The best ice cream is sold at that shop. (a superlative)
Correct: In the next chapter, we will examine verb tense.(sequential)
Correct: She is the only student with whom I will study.(unique)

* The noun is identifiable to the reader and the writer through shared knowledge.

Correct: The sun is going to rise at 5:43 A.M. tomorrow.(Both reader and writer know which sun.)

Correct: My roommate left her backpack in the computer room. (Both reader and writer know which room it is.)

Correct: Some of the students will need to take a make-up test. (Both reader and writer know who the students are).

The noun phrase is identified by the modification that follows it.

Correct: Last week I finally read the article about thunderstorms that Professor Jalal recommended to us.(The article has been identified as the one about thunderstorms and the one that was recommended.)

Correct: Most of the textbooks for this class have been sold. (The textbooks have been identified as the ones for a certain class.)

Correct: The laughter of the children made my grandfather happy. (The noun has been identified by an *of* phrase.)

Correct: The laughing of his grandchildren made my grandfather happy.

(Note that when a gerund or gerund phrase is modified, it is identified and thus uses *the*. The gerund phrase playing badminton is not identified but if its direct object becomes an *of* phrase modifying the gerund, the gerund is then identified as in *the playing of badminton.*)

Rules for Using Articles with Proper Nouns

In academic and professional writing, it is often required to use the names of people and places. When naming a particular person or place, a proper noun is used which is always capitalized. Because the rules for using articles with proper nouns have many exceptions, it is best to learn only a few general rules and to memorize article use for those proper nouns which are frequently employed.

For names of people, use the following guidelines

* With singular names of people, ϕ is usually used.

Example: Have you read. "The tale of two cities" by Charles Dickens?

Meriam has just finished a Geography quiz.

Dr. Shah will be a guest lecturer in my history class on Tuesday.

* With plural family names, *the* is usually used.

Example: Next week the Qureshis will talk about their life as pioneers in Africa.

* For names of places, use the following guidelines:

* States, cities, streets and universities usually use ϕ unless the name is introduced by a capitalized common noun (such as *City* or *University*) and *of*.

Example

Last night I telephoned my brother who attends Stanford California University in Palo Alto.

The bank is located on Aziz Street.,
My sister works as a public defender for The City of New York.
The University of Multan is on the semester system.

* Oceans, rivers, mountain ranges, and public buildings usually use *the.*

Examples:

The Pacific Ocean keeps San Francisco cool.

The Mississippi River starts in Minnesota and ends in Louisiana.

The Rocky Mountains have good snow for skiing.

The Metropolitan Museum of Art is on Fifth Avenue.

Rules for Using Articles with Set Expressions

Certain set (or common) expressions use *the* or ϕ. To make sure that you are using the correct article, either look up the expression in a dictionary or ask a native speaker what is correct. It is also a good idea to memorize set expressions that you use frequently.

The following brief list will help you become aware of article use in set expressions:

With ϕ article	**with the**
by train, by plane, by car	on the other hand
to church, to school	the Establishment
at seven o'clock	in the morning
on vacation	in the evening
in class	in the afternoon
for example	to get the gist of
at home, at school	to get the point
at night	to play the part
after breakfast	

Activity 11

(Do this exercise on your own. Then check your answers with a classmate.)

Directions

Test your ability to identify and correct article errors in the folowing sentences. First, decide if a sentence is correct (C) or if it contains any article errors (I). Then correct each article error. Some sentences may have more than one article error, and can be corrected in more than one way.

Examples: I Sahar forgot to turn in ^the assignment for her math class.

C Will you stop at the general store on your way home?

____ 1. At the end of each quarter, a final exams are held.

____ 2. Most of students in Chemistry have to study very hard.

____ 3. She went to the bookstore and bought pencils, a textbook and glue.

____ 4. If students ride their bikes to schools, they need to make sure that brakes on their bicycles are working.

____ 5. At the night, all patrons must wear the shirts and ties in this restaurant.

____ 6. One of best recent inventions has been the computer.

____ 7. If I have problems with my car, I take bus to work.

____ 8. Be sure that you study night before exam.

____ 9. Instant noodles are quick and easy to prepare.

____ 10. When there is full moon, I like to walk down the Palm Avenue.

____ 11. In Quetta, the water is a precious commodity when there is a dry spell.

____ 12. Although I like to write down my thoughts, I never have enough time to write in the journal.

Activity 12

(Do this exercise with a classmate).

Directions

In the following paragraph, adapted from writing by a student, the articles have been used correctly. Examine the underlined nouns and noun phrases and explain why *a*, ϕ or *the* was used.

uncountable not identified

My parents taught me to love learning when I was still very young. Every evening after dinner, my father would teach me simple math and my mother would teach me how to write and read Chinese characters. At the age of five, I already knew a number of Chinese characters and was able to do addition, subtraction, and simple multiplication problems. It wasn't that I was a genius or even a precocious child; it was the simple fact that my parents encouraged me to learn by praising me whenever I gave them the correct answer to their questions. Their praise made me feel that I was smart and could learn. What also helped me learn was that I had few distractions. I did not grow up with a television, a radio, or video games as children do now, for it was not common in China at that time to have a television or a radio

at home. Therefore, our usual source of entertainment after dinner was playing games; reading, and learning. When I began school, I never had to depend on the teacher to motivate me to learn because I had already developed a love of learning. I also entered school with the attitude that I could learn because my parents early teaching and the learning that had taken place in my house had helped me develop not only confidence in my abilities but also a sense that learning was enjoyable.

Activity 13

(Do this exercise with a classmate.)

Directions:

The following paragraph, which was written by a student, has some articles left out. Test your mastery of articles by supplying the correct articles where needed. The first one has been done for you.

My attitude toward English is negatively affecting my writing. I think the problem is that as ^a mathematics major, I love to spend my time doing as much math as possible. Often my math homework and my other classes, which also relate to my major, occupy most of my time. As a result, I devote rest of my time and energy, which is not much, to writing essays for my English class. however, I usually have trouble getting started. I waste my time eating, listening to music, or even looking in the mirror instead of trying to work on my paper. Furthermore, I always have negative feeling toward writing. Even before writing, a paper, I assume that my paper will not turn out well. Because of this negative attitude, my grade in English is suffering.

Activity 14

(Do this exercise on your own. Then check your answers with a classmate.

Direction

Choose a short article in a newspaper or a magazine and read it. Then underline all the nouns or noun phrases in two paragraphs and explain why the author used α, ϕ, or *the* .

Adapted:
Lane, J. and Lange, E. 1993

SENTENCE STRUCTURE

Common Problems And Rules

Here eleven problems are presented that students commonly have with sentence structure. First, study each problem and the examples that illustrate it. Then mark the problems you think you have when you write in English. Remember that if you become aware of the type of sentence-structure errors you most often make, it will increase your chances of avoiding these errors in your writing.

Problem 1 The verb *to be* is missing.

SS

Incorrect: [My cousin probably a very rich man] since he owned many homes and drove a Mercedes.

Correct: My cousin was probably a very rich man since he owned many houses and drove a Mercedes.

SS

Incorrect: [There many subjects to choose from on this campus.

Correct: There are many subjects to choose from on this campus.

Problem 2 . The subject of a sentence or clause is missing.

SS

Incorrect: [When we meet new people and start living in a totally new environment are scary.

Correct: Meeting new people and living in a totally new environment, are scary.

Note

In the incorrect sentence above, the adverb clause beginning with *when* cannot be the subject of the verb *are*. Thus, the sentence does not have a subject.

SS

Incorrect: [When realized his son was frequently skipping class,] Mr. Salman was angry.

Correct: [When *he* realized his son was frequently skipping class,] Mr. Salman was angry.

SS

Incorrect: [Is an interesting class.] I am learning a great deal.

Correct: It is an interesting class. I am learning a great deal.

Self-help Strategy: A verb always needs a subject when you are making a statement in English. The verb *to be* sometimes requires the "dummy subject" *it* as in the example above or in the structure [*it is* + adjective] (*It is easy to park on campus. It is useful to have a dictionary.*)

Problem 3 The subject of a sentence has been unnecessarily repeated.

SS

Incorrect: [My roommate when he is not busy] with his school work, he is working a part-time job.

Correct: When my roommate is not busy with his school work, he is working a part-time job.

Self-help Strategy: In conversation, English speakers sometimes do repeat the subject of a sentence as in the incorrect example above. In formal writing, however, this kind of repetition is incorrect.

Problem 4. Words in a sentence are missing

Note Missing subjects are covered in Problem 2.

SS

Incorrect: They don't want their children to grow up [in a broken family father's or mother's love.]

Correct: They don't want their children to grow up in a broken family without a father's or mother's love.

SS

Incorrect: He also knew that he didn't possess [enough power to against the current principal]

Correct: He also knew that he didn't possess [enough power to fight against the current principal]

Problem 5

A relative clause (also called an adjective clause) is missing or incorrectly formed.

Note you may mark this error ss (rel clause).

a. A relative clause is missing.

ss (rel clause)

In correct: Alienation is also noticeable among [people come from different nationalities.

Correct: Alienation is also noticeable among people who come from different nationalities.

ss (rel clause)

Incorrect: [There are more than one in three marriages will end in divorce.]

Correct: [There are more than one in three marriages that will end in divorce.

Correct: More than one in three marriages will end in divorce. [No relative clause is needed here]

b. The formation of a relative clause is incorrect.

ss (rel clause)

Incorrect: [Cases are found that even good students resort to cheating] in college due to competition and the pressure to get good grades.

Correct: Cases are found in which even good students resort to cheating in college due to competition and the pressure to get good grades.

ss (rel clause)

In correct: Whenever I get into [a situation which is hard to make a decision,] I try to look at it from different perspectives.

Correct: Whenever I get into a situation in which it is hard to make a decision, I try to look at it from different perspectives.

ss (rel clause)

Incorrect: I just met [the people who their house] I am planning to rent for the summer.

Correct: I just met the people whose house I am planning to rent for the summer.

c. A noun or a pronoun has been unnecessarily repeated in a relative clause.

SS (rel clause)

Incorrect: [The people whom I have met them in my class] are very friendly.
Correct: The people whom I have met in my class are very friendly.

Self-help Strategy: The following rules will give you a brief review of the form and function of relative clauses. Most ESL grammar and writing texts cover relative clause formation fully. You can study relative clauses in one of these texts of you need more information than this text provides on forming relative clauses.

Rules for Relative Clauses

Relative clauses are adjective clauses formed with the relative pronouns *who, whom, whose, which,* or *that* or with the relative adverbs *when, where,* or *why,* To use relative pronouns correctly, you need to be aware of their different function in a relative clause.

1. *Who, that* and *which* can function as the subject of a relative clause. *who* refers to people *that* refers to people and things, and *which* refers only to things.

Examples

The teacher called out the names of those students who [or that] were absent. (Who [or that] refers to students and is the subject of the relative clause.)

The book that (or which) was left on the table is no longer there. (That [or which] refers to the book and is the subject of the relative clause.)

2. *Whom, that,* and *which* can function as a direct object in a relative clause. *whom* refers to people, *that* refers to people and things, and *which* refers only to things.

Examples

The student whom (or that) they have chosen to be editor of the class newspaper does not want the job.
(*Whom* [or *that*] refers to the student and is the direct object of *chosen* in the relative clause. In spoken English, *who* can be used, but should not be used in formal, written English)

I think the gift that (or which) I found will please Samuel.
(That [or which is the object of *found* and refers to the gift.)

Notes: *Whom, that,* and *which* may be omitted when they function as direct objects if the writer wishes to do so.

In the relative clauses in Rules 1 and 2 above, *that* is preferable to *which* in current American English.

3. *Whom* and *which* can function as the object of a preposition in a relative clause. *Whom* refers to persons and *which* refers to things.

Examples

The person *for whom* these plane reservations were made never picked up the *tickets*.

(*whom* is the object of the preposition *for* and refers to the person).

The history class in Which Adeela enrolled requires a term paper.

(*which* is the object of the preposition *'in'* and refers to the history class.)

4. *Whose* functions as a possessive pronoun in a relative clause and refers to people or things.

Examples

The person whose books are on the table will be back soon.
(*Whose* shows that the books belong to the person.)

Eric fixed my car as well as the car whose transmission was broken.
(*whose* shows that the transmission belongs to the car.)

5. Relative clauses can also be connected to the nouns they modify with the relative adverbs *when, where,* and *why*.

Examples

The restaurant where we ate is only open for dinner.
Tell me the reason why you had so much difficulty with the exam.

I will never forget the time when the teacher got mad at us in class.

In the example sentences given so far in this section, the information the relative clause added to the sentence is essential, meaning that it is necessary to identity the noun or to distinguish the noun from others of the same type. However, if the relative clause adds additional or extra information to the sentence, it is set off by commas. The first is called a restrictive relative clause and the second a nonrestrictive relative clause. The sentences below contain nonrestrictive relative clauses. In nonrestrictive relative clauses, *that* is not interchangeable with *who, whom,* or *which*.

Examples

My mother, who is ninety-one years old, lives in an independent house.

The University of California, which is a public school, has nine campuses.

My math professor, who loves to cook, invited us all to dinner at his house.

Thomas Jefferson, whose home was in Virginia, always loved to return there.

Pepe's restaurant, where we often eat, has an excellent buffet.

Problem 6

An incorrect grammatical structure has been used after a verb

Incorrect: Their acquaintances [assume them as passive, unsociable, and boring.]
Correct: Their acquaintances assume that they are passive, unsociable, and boring.
Correct: Their acquaintances assume them to be passive, unsociable, and boring.
Correct: Their acquaintances see them as passive unsociable , and boring.

Incorrect: [The author describes that workaholics are] intense, energetic, competitive, and driven.

Correct: The author describes workaholics as intense, energetic, competitive, and driven.
Correct: The author says that workaholics are intense, energetic, competitive and driven.

Incorrect: [He worried about that his classmates would start] to dislike him.
Correct: He worried that his classmates would start to dislike him.
Correct: He worried about his classmates starting to dislike him.

Self-help Strategy: Certain verbs need to be followed by a specific structure (or choice of structures), such as noun clause or an object plus an infinitive phrase. As you can see in the example sentences above, the structure is often dictated by the verb itself. For example, the verb *assume* in the first example above can be followed by either a noun clause or an object plus an infinitive phrase.

Many common verbs are followed by noun clauses. A noun clause begins with the word *that* and functions as a subject or an object.

Examples:

(noun clauses are underlined):

That you have graduated makes the whole family proud.
We concluded that the experimental design was flawed.

The following common verbs are often followed by noun clauses:

assume We assume that you will graduate next June.

believe My professor believes that my research is ready to be published.

conclude As a result of their study, the researchers concluded that the pesticide under study can be harmful to humans.

doubt I doubt that the experiment has been properly designed.

feel	Many voters feel <u>that their votes do not truly count.</u>
hope	We hope <u>that our research will be published in a major journal.</u>
insist	The defense attorney insisted <u>that the evidence should not be allowed in court.</u>
know	For a long time, scientists have known <u>that the San Andreas fault could produce a major earthquake.</u>
realize	Mr. Rizwan's supervisors realize <u>that he is one of their most valuable employees.</u>
say	Insaram said <u>that be could assist with the field work.</u>
suggest	The results of the study suggest <u>that eating cabbage can help prevent cancer.</u>
think	The committee members think <u>that a fund-raising drive is necessary.</u>
worry	We were worried <u>that you had gotten lost.</u>

Adverbials of time:	at six o' clock, this morning in the evening
Adverbials of frequency:	every morning, every Tuesday
Adverbials of position:	in the cafeteria, at home, in the classroom
Adverbials of direction:	to the cafeteria, from the lab
Adverbials of purpose:	(in order) to lose weight, so that I could stay in shape
Adverbials of reason:	because it is hot, because it was interesting

1. Adverbials of time and frequency generally come after adverbials of position and direction.

Examples

She walks <u>to campus everyday at noon</u>.

She studies <u>at home every evening</u>.

2. Adverbials of time and frequency are generally interchangeable in terms of position.

Examples

She walks to campus <u>every day at noon.</u>

She walks to campus <u>at noon everyday.</u>

3. Adverbials of purpose and reason generally come after all other adverbials.

Examples

Mark works out in the gym every night to keep in shape.

We left the party before 9 P.M. because we had another commitment.

Adapted
Lane, J. and Lange L 1993.

Problem 9 The use of dangling constructions are a frequently occuring problem with students.

Incorrect: After eating dinner, the table was cleared.
Correct: After eating dinner, she cleared the table (or)
After they ate dinner, she cleared the table.

[An introductory structure that does not have its own subject within it depends on the subject of the main clause for its agent]

Problem 10 Run on sentences are very often detected in students' writings.

Incorrect: Jabbar was sick, he didn't come to school.

Correct: Jabbar was sick. He didn't come to school. (or)
Jabbar was sick; he didn't come to school (or)
Jabbar was sick, so he didn't come to school. (or)
Because Jabbar was sick, he didn't come to school.

[Sentences that are not joined by the coordinate conjunctions (*and, or, nor, but, so, for, yet*) require a semicolon or a period between them.]

Problem 11 Another commonly made error is the use of sentence fragments.

Incorrect: She looks almost like her twin sister. The only difference being that she is a little taller.

Correct: She looks almost like her twin sister, the only difference being that she is a little taller. (or)
She looks almost like her twin sister. The only difference is that she is a little taller.

[A dependent clause or phrase structure must be attached to the rest of the sentence. Do not cut it off with either a period or a semicolon.]

Activity 15

(Do this exercise on your on your own. Then check your answers with a classmate.)

Direction

The following sentences contain sentence-structure errors. First, decide whether a

sentence is correct (C) or incorrect (I). Then correct the incorrect sentences by rewriting the complete sentence correctly below the original sentence. (Note: The sentences in this exercise cover the different types of sentence-structure errors presented here.

__I__ 1. Molecular genetics is a field is progressing very fast.
Molecular genetics is a field that (OR which) is progressing very fast.

______ 2. To know their native language should be proud instead of embarrassed.

______ 3. Whenever I see the colours red and green, which always remind me of weddings.

______ 4. Most children I know who grew up in strict families have become successful.

______ 5. She wonders whether studying so hard worth it.

______ 6. Wong is a Chinese woman who grew up in the United States finds her native language very difficult.

______ 7. Engineering 10 is the course that I spend the least time on it.

_____ 8. Room 194 Chemistry is one of the largest classrooms on my campus, that can hold around 500 students.

_____ 9. There are two reasons for scary of writing English.

_____ 10. To go to school and working full time is hard.

_____ 11. As grow up, many children develop attitudes they will later have as adults.

_____ 12. Asma, an illiterate parent, is unable to read the letters she receives from the school telling her that her oldest son needs medical treatment.

_____ 13. To improve her reading skills, Asma could enroll in a night-school literacy class or look for a volunteer who could tutor her at home.

_____ 14. The engineering professor assumes in the students have a strong background in mathematics.

_____ 15. Space-shuttle astronauts need to be prepared for every obstacle that will encounter.

____

____

_____ 16. A person is impossible to live without being influenced by the society around him or her.

____

____

_____ 17. Many high-school students are more interested in learning about current events than about events happened in the past.

____

____

_____ 18. The editor doubts about the article being of interest to many of the readers of the magazine.

____

____

_____ 19. When she has spare time, Shehr Bano likes to take bike rides, read novels, and visit her friends.

____

____

_____ 20. As we can see that Aneela is very lucky to have gotten a full scholarship for four years of college work.

____

____

Adapted
Frank, M. 1990.

Activity 16

(Do this exercise with a classmate.)

A. **Directions**:

Read the following sentence, some of which have parallel-structure problems. Correct any problems in parallel structure by rewriting incorrect sentences.

1. That Jalal arrived late to the meeting and his not being prepared angered his supervisor.

____

____

2. I hope to introduce you to Dr. Seeme my thesis advisor and who chairs the Chemistry Department.

____

____

3. In college, what classes you take and when you take them is generally your own decision.

____

____

4. His summer job involves washing laboratory equipment, to set up new experiments, and recording some basic data.

____

____

5. Growing up in a large family and working parents resulted in Hamah not getting much individual attention from her parents.

____

____

B. **Directions**:

Complete the following sentences in your own words. Make sure you use parallel structure.

1. Three things I enjoy doing on weekends are

____

____

2. Two things I have learned since I have been a student here are ____________

____

3. In my opinion, a good teacher must be

____

____

Activity 17

(Do this exercise on your own. Then check your answers with a classmate.)

A. Direction:

Fill in the blanks with the correct relative pronoun (*who, whom, whose, which, that*). In some cases, more than one answer is possible.

1. Hannah thanked the tutor _________ had worked with her an hour per week for the whole semester.
2. Dr. Salman is the professor ____________ economics course I am planning to take next semester.
3. The person with ____________ I share a locker is over there.
4. The bag ______________ is on the chair is mine.
5. Lahore is a city ______________ residents are not environmentally aware.

B. Directions:

Combine each of the following sets of sentences into one sentence using a relative clause.

> ***Example:*** *The guide stayed behind with the hikers. The hikers were too tired to hike any farther.*
>
> *The guide stayed behind with the hikers who were too tired to hike any farther. OR The guide stayed behind with the hikers, who were too tired to hike any farther.*

1. Genetic engineering is a newly developed technology. It is expected to help immensely in agriculture.

____

____

2. The man is a lawyer. I am renting his house.

____

3. The people were late. We were waiting for them.

____

4. She borrowed a bicycle. Its tyres were slightly flat.

____

5. Today Muhammad plans to do the lab experiment. He was unable to do the experiment last week.

____

____

6. The student was asked to make a speech at commencement. The student got the highest grades in the class.

____

____

7. Some bike riders do not stop at stop signs. These bike riders may be given either a warning or a ticket.

____

____

C. Direction

Identify any problems with relative clauses in the following sentences. If a sentence is correct, write C. If it is incorrect, rewrite the sentence correctly.

1. The person whom I went to the movies fell asleep during the film.

____

____

2. A student who plagiarizes on a paper will fail the paper and possibly the whole course which he wrote the paper.

____

____

3. The man whom I met last night and who immigrated to the United States a year ago speaks English well.

____

____

4. I wrote a thank-you note to the people whom I visited their home over the Eid holidays.

____

____

5. The instructor teaches that course is very well organized.

____

____

Adapted
Jane, J. and Lange E. 1993

Activity 18

Rewrite the following sentences, correcting faulty parallelism, dangling constructions, run on sentences, and sentence fragments.

1. Capital punishment should not be legalized because of its immorality, injustice, and it violates our constitutional rights.
2. In visiting a city in Europe, the similarities which you can see are many.
3. Men and women were created equal, therefore women have the same right to work as men do.
4. Some newspapers have no advertising at all. Whereas others carry many advertisements.
5. It is said that equality works only if some changes are made. Changes like having good child care centers for all economic classes.
6. Another purpose the newspaper should have is to serve the public, the classified ads in the paper help people find jobs and apartments.
7. In comparing my language with English, many differences become apparent.
8. The family's economy was dependent on the young people, moreover the nation's economy was dependent on them too.
9. Security comes from the sense of being needed and usefulness.
10. Youth has become an economic liability. Thus adding new emotional problems to those already present.
11. The sports section in this newspaper is on Monday, the science section is on Tuesday, and there is a food section on Wednesday.
12. The persons who should get capital punishment are murderers, drug dealers, and bank robbers. Because these types of persons are really harmful to society.
13. We should not use capital punishment for crimes such as stealing, kill somebody unintentionally, or do something one is forced to do.
14. In earlier years, most people lived on farms thus youth was needed for economic reasons.
15. Coming from South India, my native language is Tamil.
16. Crime in my country is almost unknown even misdemeanors are rarely heard of.
17. By putting a consonant before each vowel. various syllables begin to take shape.
18. My reasons for going to college are self improvement, enjoyment, cultural stimulation, and to be prepared to face life.
19. Such situations will cause conflict and arguments. Finally ending with divorce or physical violence.

20. When using a dictionary to check up a word, English follows alphabetical order.

21. The punishment of death is not worse than life imprisonment, Although there is a difference between these two.

Source.
Frank, H. 1990.

Activity 19

(Do this exercise on your own. Then check your answers with a classmate.)

Directions

The following paragraph, written by a student, has been edited so that the only errors are in sentence structure. First, find the eight sentence structure errors in the paragraph, and mark a star at the beginning of each incorrect sentence. Then rewrite each incorrect sentence below the paragraph. The first one has been done for you.

* Some couples are childless have made a decision not to have children. This kind of family rapidly growing in the United States. These couples choose to be childless for various reasons. However, I personally have a hard time understanding people choose to live without children.

Many couples think that this world is not "good enough" for children to grow up in. Other couples think that too much time and money to raise children. Still others want to focus on developing their careers rather than raise children.

I find it hard to understand these reasons that not having children. For me, having children one of the most essential parts of life. It would be hard for me to view a career as being more important than having a family of my own. I am sure I would feel disappointed with my life when I got old if I did not have children or grandchildren. I understand that the world overpopulation, but having children is one of our basic instincts. Although I do not want many children, I certainly hope to have one or two of my own.

Revised Sentences:

1. Some couples who (OR that) are childless have made a decision not to have children.

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

Word Order

Common Problems and Rules

This section presents seven problems students commonly have with word order. First, study each problem and the examples that illustrate it. Then mark the problems you think you have when you write in English. Remember that if you become aware of the type of word order errors you most often make, you will increase the chances of avoiding these errors in your writing.

Problem 1 The word order is incorrect in an indirect question that makes up a noun clause.

Incorrect:	when I came home, I wondered [where were my roommates.]
Correct:	When I came home, I wondered where my roommates were
Incorrect:	I don't know [what did the instructor say] about the next lab assignment.
Correct:	I don't know what the instructor said about the next lab assignment.
Incorrect:	The article does not clearly explain [how was the experiment performed.]
Correct:	The article does not clearly explain how the experiment was performed.

Rule for Word Order in Indirect Questions

An indirect question is sometimes part of a sentence. Always use statement word order (not direct-question word order) for indirect questions. In other words, do not invert the subject and the verb as you would when asking a direct question.

Direct-question word order: Invert the subject and first auxiliary verb.

Examples: *Where have you been living?*
Did Jalal pass the midterm?

Indirect-question word order: Do **not** invert the subject and verb.

Example: I don't know where you live.
I wonder whether Jalal passed the midterm.

Some common phrases that can be followed by noun-clause indirect questions include I wonder, I don't know, I can't remember, I do not understand.

Problem 2 The pronoun that accompanies a two-word verb (such as *hand in, pick up, throw out*) has been incorrectly placed.

Note These verbs are often called phrasal verbs, and the prepositions that go with these verbs are called particles.

Incorrect:	I don't like these posters anymore. I have decided to [throw out them.]
Correct:	I don't like these posters anymore. I have decided to throw them out.

Incorrect: Any student who misses a quiz cannot [make up it.]
Correct: Any student who misses a quiz cannot make it up.

Guidelines for Noun and Pronoun Object Placement with Two-Word (Phrasal) Verbs

The verb and particle of a two-word (phrasal) verb may be always separated, never separated, or optionally separated. If a phrasal verb can be separated and it has an object pronoun, this pronoun will always be located between the verb and the particle. If the phrasal verb is not separable, the pronoun will come after the verb. A dictionary will indicate whether or not a phrasal verb is separable.

1. Always separated: The object or object pronoun comes between the verb and its particle.

Examples: *Nighat talked her father into letting her use the car..*

Nighat talked him into letting her use the car.

Examples: *Let's try to cheer Bilal up.*

Let's try to cheer him up.

2. Can be separated: The object comes either after the verb and particle or between the verb and particle. An object pronoun always comes between the verb and its particle.

Examples: *Jalal said he wanted to think over the situation.*

Jalal said he wanted to think the situation over.

Jalal said he wanted to think it over.

I haven't been able to figure out the problem.

I haven't been able to figure the problem out.

I haven't been able to figure it out.

3. Never separated: The object or object pronoun comes after the verb and its particle.

Examples: *Sarah takes after her mother.*

Sarah takes after her.

I will need to check into the matter.

I will need to check into it.

Problem 3 An adverb that modifies an adjective has been incorrectly placed.

Incorrect: The mayor had become [aware more] of his position in the town.
Correct: The mayor had become more aware of his position in the town.

	WO	
Incorrect:	I felt [exhausted completely] after the all-day hike.	
Correct:	I felt completely exhausted after the all-day hike.	

Rule: An adverb that modifies an adjective precedes the adjective.

Examples: Hunza is extremely beautiful.

This classroom is unusually small.

They have a completely remodeled kitchen.

Problem 4 An adjective that modifies a noun has been incorrectly placed.

WO
Incorrect: The [notebook blue] is Jarrar's.
Correct: The blue notebook is Jarrar's.

WO
Incorrect: The [blue large notebook] is Jarrar's.
Correct: The large blue notebook is Jarrar's.

Self-help Strategies: Remember that adjectives come before the nouns they modify in English.

Review the following guideline for the order of adjectives when more than one adjective modifies a noun:

(number) + (general comment) + (size) + (shape) + (color) + (material) + NOUN

Examples: *several high-strength black steel beams*
(a) long rectangular grey metal sheet
numerous flashing multicolored lights
several small white and black dogs.

Problem 5 The word order is incorrect after a verb that has both a direct object and an indirect object.

Note The direct object usually refers to a thing and the indirect object usually refers to a person. The indirect object will be preceded by 'to or for' it follows the direct object.

WO
Incorrect: The president of the company [gave to Fatima a special assignment.]

Correct: The president of the company gave a special assignment to Fatima.

Correct: The president of the company gave Fatima a special assignment.

WO
Incorrect: Sehar [bought for me a present.]

Correct: Sehar bought a present for me.

Correct: Sehar bought me a present.

Rules for Word Order of Direct and Indirect Objects

Not many verbs in English take both a direct and an indirect object. However, the following two rules will help you master word order in sentences containing both objects.

1. When a verb (V) has both a direct object (DO) and an indirect object (IO), the direct object must come first if the indirect object is preceded by to or for. If, however, the to or for is omitted, then the indirect object must come first.

Examples

The clerk sold a book to me.

The clerk sold me a book.

Sehar bought a present for me.

Sehar bought me a present.

Some common verbs that take an indirect object with to are give, write, show, teach, sell, send, lend, bring, hand.

Some common verbs that take an indirect object with for are buy, get, make, bake.

2. A small number of verbs must have the indirect object follow the direct object, and this indirect object must be preceded by to or for. Verbs in this group that take indirect objects with for include answer, open, close. Verbs in this group that take indirect objects with to include announce, introduce, suggest, mention, describe.

Incorrect: Rizwan [explained Farah the math problem]
Correct: Rizwan explained the math problem to Farah.

Incorrect: Rizwan [answered Farah the question.]
Correct: Rizwan answered the question for Farah.

Problem 6 An adverb has been incorrectly placed.

Incorrect: I went [yesterday] to the movies with Asad.
Correct: I went to the movies with Asad yesterday.
Correct: Yesterday I went to the movies with Asad.
Correct: I went to the movies yesterday with Asad.

Incorrect: [Poorly,] Bilal did that cleaning job.
Correct: Bilal did that cleaning job poorly.

Guidelines for Placement of Adverbs

Generally, adverbs can be placed in several different positions in a sentence.

> Initial position (at the beginning of the sentence)
>
> *Example:* *<u>Yesterday</u> I drove for four hours.*
>
> Midposition (before the verb or in the middle of the verb phrase)
>
> Examples: *I <u>especially</u> like Islamabad.*
>
> *<u>I do not really like chocolate ice cream.</u>*
>
> End position (at the end of the sentence)
>
> Example: I expect my friend to arrive <u>tomorrow</u>.

However, not all adverbs can be placed in all three positions. What follows are some general guidelines for adverb placement according to the function of the adverb.

1. Adverbs of place usually take the end position.

   Correct: Irfan is sitting outside.

   Incorrect: <u>Outside</u> Irfan is sitting.

   (Other common adverbs of place include *inside, here, there.*)

2. Adverbs of definite time usually take the beginning or end position.

   Correct: I went to my aerobics class <u>yesterday</u>.

   Correct: <u>Yesterday</u> I went to my aerobics class.

   Incorrect: I went <u>yesterday</u> to my aerobics class.

   (Other common adverbs of definite time include *today, tomorrow, now.*)

3. Adverbs of indefinite time can take the initial, middle, or end position.

   Correct: <u>Recently</u> I've become interested in karate.

   Correct: I've <u>recently</u> become interested in karate.

   Correct: I've become interested in karate <u>recently</u>.

   (Other adverbs of indefinite time include *lately.*)

4. Adverbs used to evaluate usually take the end position.

Correct: Bilal did that cleaning job well.

Incorrect: Bilal did well that cleaning job.

(Other common adverbs used to evaluate include *badly, poorly*.)

5. Adverbs of Manner usually take the middle or end position but can take the initial position.

Correct: Sarah quietly opened the door to the baby's room.

Correct: Sarah opened the door to the baby's room quietly.

Correct: Quietly, Sarah opened the door to the baby's room.
(Other common adverbs of manner include quickly, carelessly, softly.)

6. Adverbs of frequency follow very specific rules regarding their position in the sentence.

(Common adverbs of frequency include *always, frequently, occasionally, seldom, continually, hardly ever, often, sometimes, ever, never, rarely, usually.*)

a. with the verb to be --usually after the verb

Correct: Irfan is never at home when I call him.
Correct: Aneela is continually busy.

b. with the verb to be + not --after not

Correct: Bilal is not always nice to his little sister.
Correct: It is not usually so hot here during the summer.

c. with other verbs --before the verb

Correct: Lamia always skates on the pavement.
Correct: I never ride my bicycle to class.

d. in a verb phrase --after the first auxiliary verb

Correct: Tania is always running out of money when we go out to eat.
Correct: I have never seen a comet.

e. in a verb phrase with not --after not

Correct: Meriam does not always type her papers.
Correct: Muhammad does not usually have time to read the newspaper.

Problem 7

Adverbial phrases or clauses at the end of a sentence are not in the correct order.

Note

More than one adverbial phrase or clause can occur at the end of a sentence in English. Some of these adverbial phrases or clauses can also occur at the beginning of the sentence. However, usually only one adverbial clause or phrase can occur at the beginning of a sentence.

Incorrect:	Muhammad lifts weights [to keep in shape every morning.]
Correct:	Muhammad lifts weights every morning to keep in shape.
Correct:	Every morning, Muhammad lifts weights to keep in shape.
Correct:	To keep in shape, Muhammad lifts weights every morning.
Incorrect:	We left the movie [because it was boring before it was over.]
Correct:	We left the movie before it was over because it was boring.
Incorrect:	I walked [this morning to the cafeteria.]
Correct:	I walked to the cafeteria this morning.
Correct:	This morning, I walked to the cafeteria.

Guidelines for Word Order When Several Adverbials Occur at the End of a Sentence

When several adverbials (phrases and/or clauses that function like adverbs) occur at the end of a sentence in English, word-order problems often occur. Although the order of these adverbials in relation to each other sometimes varies, you will find the following guidelines helpful. these guidelines are based on the different types of adverbials listed in the box that follows.

Problem 7

Two clauses have been used that do not fit together grammatically.

Note:	This error is sometimes called mixed sentence structure.
Incorrect:	[As my brother said to my mom that he did not feel like having breakfast.]
Correct:	My brother said to my mom that he did not feel like having breakfast.
Correct:	As my brother said to my mom, he does not feel like having breakfast.

Problem 8

A structure has been used that is not parallel to other structures in the sentence.

Incorrect:	My advisor told me to check out a journal from the library [and that reading it as soon as possible was necessary.]
Correct:	My advisor told me to check out a journal from the library and to read it as soon as possible.
Incorrect:	Most successful students are skilled at taking notes, summarizing, [and are able to read cirtically.]
Correct:	Most successful students are skilled at taking notes, summarizing, and reading critically.

Guide to Using Parallel Structure

Whenever one or more items in a sentence are joined by the words and, but, or, nor, yet, these parts of the sentence should be parallel in structure. That is, they should have the same grammatical form (for example, all infinitives, all noun clauses, or all prepositional phrases).

Examples of Parallel Structure

Verbs (infinitives):

I like to swim, to surf, and to water-ski.

Verbs (base forms):

I like to swim, surf, and water-ski.

Verbs (gerunds):

I enjoy swimming, surfing, and water-skiing.

Verbs (present participles):

While he was thinking about the class lectures and reviewing some articles, he got an idea for his term paper.

Prepositional phrases:

Nowadays, computers are used heavily by many people and in many different ways.

Noun clauses:

Professor Allen has promised that the exam will be graded by 5 P.M. and that the scores will be pasted outside his office by 5:30 P.M.

Adjectives:

The teacher is friendly and helpful, but somewhat disorganized.

Activity 20

(Do this exercise on your own. Then check your answers with a classmate.)

Directions

Some of the following sentences have incorrect or awkward word order. If a sentence is incorrect, rewrite the sentence correctly below the original. If a sentence is correct, write correct below it.

1. I do not really know what is this issue all about.

____

____

2. I have been already advanced to candidacy for my Ph.D.

____

____

3. The only concern I have is how much will it cost the students to pay the rent.

____

____

4. I ran to the grocery store this morning because I needed some milk for my cereal.

____

____

5. A potential candidate must consider what his chances for winning the election are.

____

____

6. Tahoor is planning to have for Manzar a surprise birthday party.

____

____

7. I haven't gotten my term paper back even though I handed in it a week ago.

____

____

8. I am going to buy my father a silk beautiful green tie for his birthday.

____

____

9. Bilal often goes swimming in the evening to get regular exercise.

____

____

10. The professor comes everyday to class on time.

____

____

Activity

(Do this exercise on your own. Then check your answers with a classmate.)

Directions

To practice correct word order for indirect questions, complete the following sentences using an indirect question.

> **Example:** *I wonder where <u>the chemistry building is</u>.*

1. The professor said he doesn't know when ____________________

____

2. Your term paper does not cover how ____________________

____

3. I'm sorry but I did not understand what ____________________

____

Activity 21

(Do this exercise with a classmate.)

Directions

The following paragraph has several errors in word order. First, read the para graph, underlining any word-order problems. Then write the correct word order above each part you have underlined. The first error has been corrected for you.

Although you can learn vocabulary in your English class and from your textbooks, you may never have considered the many other handy reference tools that you can use to build up your vocabulary. Have you ever thought, for instance, what a great teacher the supermarket can be? If you think about it, everything has either a label
the words with the product
or a sign, making it easy for you to connect *with the product the words* with the product the words, such as the words *chocolate chips* on the label with a window on the package that lets you see the chips, or a picture of diced tomatoes on a can. Besides, if you are not still sure about what is a product, you can ask in the store another customer to help you, and you will be practicing your spoken English besides. Have you ever thought, too, what a great resource the Yellow Pages of the telephone directory can be? If you look at the advertisements, a wealth of words you can learn - all organized in specialized categories. Just consider, for example, what you can learn under Pizzas. You can find ads for the different styles of pizzas and also learn just how many different kinds of crusts are there. Many pizza places have in their ads helpful pictures. Even if you are not living in an English-speaking country, many major libraries have telephone directories available so that you can sit down and look at the Yellow Pages for, say, Chicago or New York. Instead of throwing away those catalogues that come to your mailbox, have you thought ever what an excellent resource they can be for words?

Because the buyer has to order sight unseen, the catalogues have excellent pictures with detailed descriptions of the products. In a large mail-order catalogue, for example, you could learn what is a frost-free refrigerator. In a catalogue for clothes, you could learn names exotic for colours and see the colour itself illustrated. So, the next time you complain about not knowing enough vocabulary, get out of the house and go to the supermarket, or if you insist on staying home, pick up your telephone directory or the latest catalogue that in the mail came and get busy!

PREPOSITIONS

A brief review on the correct usage of some commonly used preposition. (Prop.)

Preposition used after a verb:

Preposition used after a verb:

Incorrect: I don't agree to the author's opinion.

Correct: I don't agree with the author's opinion.

Preposition used after nouns.

Incorrect: His resemblance with his father is very striking.

Correct: His resemblance to his father is very striking.

Preposition used to express adverbial meanings (time, place, cause) or be used as adverbial expressions

Incorrect: Their national convention will take place on March.

Correct: Their national convention will take place in March.

Incorrect: She's going downtown to look at some dresses that are for sale.

Correct: .... to look at some dresses that are on sale.

The use of prepositional form in two - part verbs.

Incorrect: We've just received our new computer. Would you like to try it on?

Correct: Would you like to try it out?

Do not use a preposition in front of a subject.

Incorrect: By acting as a clown was his way of amusing children.

Correct: Acting as a clown was his way of amusing children.

If two parallel items cannot be used with the same preposition each preposition should be included.

Incorrect: The long years of drought left many inhabitants without food and complete poverty.

Correct: ..... without food and in complete poverty.

Do not use a preposion as a conjunction.

Incorrect: During I'm watching television, the commercials interrupt many times.

Correct: While I'm watching television........
[The conjunction *while* permits a clause __ a subject and a predicate __ to follow it.

or

During the time that I'm watching television.....
[The preposition *'during'* is followed by a noun object.

The use of preposition in front of a subject.

Do not omit a required preposition.

Incorrect: My unlce waited me at the airport for three hours.

Correct: My uncle waited for me............

Do not use an unnecessary preposition.

Incorrect: He entered into the room so quietly that no one noticed him.

Correct: He entered the room so quietly...........

Incorrect: Most of Japanese are very polite.

Correct: Most Japanese are very polite.

Activity 22

In the following sentences, supply the correct prepositions.

1. TV could be beneficial if the viewers were capable _____ choosing only the best programmes.
2. Many old people are suffering _______ loneliness.
3. My country has been influenced by western customs _____ many decades.
4. The point that the author brings ____ is that children often do not get enough supervision.
5. Great Britain consists _____ England, Scotland and wales.
6. She's interested ____ studying the customs of that African tribe.
7. She is married ____ a very rich man.
8. What were the conditions that brought ____ the civil war in that country?
9. She likes to go out to dinner very often. Her husband, ________the other hand, prefers to stay home and watch television.
10. Their bid was turned _________ because it was too high.
11. This report is based ________ many surveys.
12. My apartment is ________ the fifth floor.
13. Public opinion changes from time to time, depending ________ social conditions.
14. I prefer classical music _____ jazz.
15. In occordance ________ your request, we are cancelling your order.
16. His present behaviour is not consistent ________ his behavior in the past.

Activity 23

In the following sentences, correct the faults in the use of prepositions.

1. Some tabloids emphasize on drugs and violence.

2. For countries such as Greece, which once had a flourishing culture, now is a relatively weak nation.

3. High school seniors have a great interest and need for gathering information about different colleges.

4. Because of women are climbing to better positions in the business world, they are spending less time at home with their children.

5. I explained them how South Korea was different from North Korea.

6. Children's behaviour is shaped at home, not a day care centre.

7. The third question concerns about the fairness of the law.

8. Recently, many of married women who don't have to work want to have careers.

9. Many young people lack of sympathy for older people.

10. The city in which I gew up in has changed a lot.

11. Most of criminals have a poor family background.

12. More women are seeking for jobs than ever before.

13. With the movies shown on television make the veiwers feel that they are living in a different world.

14. He said me, 'come back again tommorow'.

15. Let's ask to our teacher to explain the use of articles again.

Activity 24

Read the passage fill in each blank with an appropriate preposition.

The chief turned ____ me with a look ______ astonishment ______ his face. "Well, it you want, but I don't really see the need. Yes, sir, I'll be glad to help you settle the issue once and ____ all. I'll send up my man to check ________ it immediately ____ who, sir? Why, sir? But he's just new, sir. Oh, I see. Ok sir. Yes, he's right here, if you would like to talk ____ him."

Activity 25

Grammar pairs: An Error - Spotting Exercise

This exercise is for training grammatical accuracy, a detective activity in which you will look at sentences for grammar mistakes.

It begins as an individual activity then moves on to pair work, and will invite general class discussion as the search for the mistakes near its end.

Step I

Below are two lists (A and B) of sentences. Every sentance on these lists, except one, contains a grammar mistake.

You are expected to look at one of the lists A, your partner will look at the other list B. Try to find the grammar mistake in each sentence on your lists and also try to find out which sentence is correct (grammatically acceptable).

List A

1. He walked across the street when a car ran into him
2. You only have heard the opinion of one person.
3. Here are two examples for this change.
4. I caught a terrible cold and I think I better should recover.
5. The child should also be allowed to develop own ideas.
6. During the christmas holidays I haven't got a single invitation.
7. They claim the right of leading themselves.
8. I like to rise early in the morning and make a fresh pot of tea.
9. Verbal behaviour depends on the informations a child gets in the first years of its life.
10. Women want to be equal to men, even in the outer appearance.

List B

1. Before I have come to Lahore I lived in a village.
2. the child is born with the ability of learning a language.
3. Pupils who fail become probably aggressive towards the school system.
4. They are looking forward for other kind of activities.
5. Now I 'll better go.
6. These methods could widen the horizons of literature and increase its impacts on the individual.
7. When I played back the recoding, it was very funny to hear the own mistakes.
8. When she talks she plays with the pony tail.
9. Getting to bed early was something he found very difficult.
10. When I last saw him, he wore a red pull over.

Step II

Below is a chart which you will fill up with the help of your partner who has the other list.

Both the lists contain sentences having the same grammar mistake. Try to match the sentence on list A with that on list B having the same mistake.

Example

List A

He walked across the street when a car ran into him.

Mistake: Continuous verb needed.
Correction: He was walking across the sheet when a car ran into him.

List B

When I last saw him, he wore a red pullover.

Mistake: Continuous verb needed.

Correction: When I last saw him, he was wearing a red pull over.

List A	List B	Grammar Error
1	20	Continuous verb needed: was walking/ wearing

All your sentneces can be put into (A and B) pairs like the above example.

Remember to also locate the two sentences that contains no grammatical error at all.

adapted
Braddock, B (1988)

Activity 26

Select the appropriate word or phrase from the ones given below to fill in the blanks.

1. Aslam and I have just been talking to ________

   (a) each other (b) each of us (c) both

2. How much we _______ going on a cycling holiday.

   a) Could be enjoy (b) Enjoy (c) would enjoy

3. We thought _______ across Islamabad, all three of us.

a) of having cycled (b) of cycling (c) of cycle

4. Providing you _____ keen, that is

a) were (b) would be (c) are

5. "I wish you _______ me about your plans earlier," said Ali.

a) have told (b) had told (c) had'nt told.

6. "But you'll be able to come, won't you?" "yes, I _______ so" replied Ali.

a) doubt b) Suppose c) like

7. They talked about the route through Islamabad, and the date they would leave and finally decided _______ June 22rd.

(a) at (b) to (c) on

8. On June 22nd they met on their bikes early in the morning. "If only you had told me how uncomfortable _______ to cycle with all this luggage, " complained Aslam.

(a) is (b) it is (c) is it

9. Do you have any _______ to give.

(a) Suggesion (b) helps (c) assisted.

10. "Why ________ raise the saddle? "Ali suggested.

(a) heaven't you (b) did'nt you (c) don't you

11. They all got off and waited until Aslam _______ ready.

(a) will be (b) was (c) would be

12. Finally they set of again and cycled slowly along the road. "We are not as good at this as we __________ "Complained Shahid.

(a) Should be (b) Would be (c) Was

13. After another few minutes they heard a strange noise from Shahid's bike . They pulled over into a _______ to look at the damage.

(a) lie in (b) round about (c) lay-by

14. They saw that Shahid's tyre _____ a puncture.

(a) has got (b) had got (c) had been made.

15. They ________ to fix it and rode on.

(a) managed (b) achieved (c) accomplished.

16. Shahid and Ali rode quickly up the hill. "Don't race ahead _______ that" cried Aslam.

(a) as (b) at to (c) like

17. " I can't _________ "

(a) keep up (b) keep on (c) keep off

18. "We must ______ for lost time, "they replied.

(a) do up (b) do (c) make up

19. "Yes", said Ali " I think the train _______ at eight 'O' clock."

(a) will leave on (b) leaves (c) will have left

20. "And if we don't catch it we ______ the counection."

(a) will miss (b) won't miss (d) would miss it.

21. "We _________ check the time table."

(a) had ought to (b) had better to (c) had better

22. Aslam and Shahid stopped at the top of the hill to admire the _______ while Ali looked at the time table.

(a) vision (b) view (c) visage

23. All of a sudden clouds appeared and it started to ________

(a) pour (b) raining cats and dogs (c) wind blowing.

24. They had to race to the station and arrived_________.

(a) drenched (b) exhaust (c) hated

25. To make things worse there was a long _________ at the ticket window.

(a) people lined (b) waiting (c) line

26. By the time they headed towards the platform the rain had __________

(a) stopped (b) finishing (c) came

27. They boarded the train and with a ________ dropped into their seats.

(a) glad (b) cried (c) sigh of relief.

28. But not for long as another passenger claimed Shahid's seat. This problem was at last ________ by the guard.

(a) clearing (b) occured (c) sorted out

29. As the train ________ out of the station.

(a) run (b) moved (c) blow

30. Ali said__________

a) Birds of feather flock together
b) All's well that ends well
c) Stitch in time saves nine.

Passages For Error Correction

1. "Look! Did you have a problem choosing the college? After you graduated from high school?" I did I remember when I was in high school, I always worry about what college I wanted to apply to after finishing school. I decided to go to Government College because Government College it closer to my house. Many students is very happy about choosing Government College because it has an impressive campus. Also many student happy at Government College because it has excellent faculty.

2. "You are the true dreamers and dreams accomplish great things." Mr. Shah told this to his student. I asked myself, "What did he mean with this strange sentence?" May be at first time that I read it, it had no meaning but now when I read it the second time, I begin to think seriously and I think its the best sentence that a teacher can say his students. If you have dreams, never give up; even though you fall down three, four times; Stand up because maybe one day your dreams will be realised.

3. At the same period of time, my interest on reading had been developed also because of my teacher. Every week she would take me to a public library at least for a hour. She tell me to pick a book that I wanted to read she would make me read it in Urdu first and then she would tell me to read it in English after I knew the story.

4. So far I finished the first four steps and is proceeding to the fifth step. I hope I can speed up; otherwise it will be very busy in the end of November because it dues on December 4th.

5. All along the movie we can saw that this group of students have a lot of problems; they don't have enough money, some of them have parent that both work outside the home so they have to take care of her or his brothers or sisters etc. All these together produce a situation in which the students cannot studies hard.

6. In the late summer of that year we live in a house in a village that look across the river and the plain to the mountains. In the bed of the river there were pebbles and boulders, and white in the sum, and the water was clear swiftly moving and blue in the channels. Troops went by the house and down the road and an dust they raised powdered the leaves of the trees. The leaves fells early that year and we saw the troops marching with the road the dust rising and leaves, stirred by the breeze, falling and the soldiers marching and ofterwards the road bare and white except for the leaves.

7. The Commissioner called a meeting to discuss the traffic situation of the city. Spoken on the occassion, Deputy Commssioner asked the police officials; and magistrates to make joined efforts and prepare a formula to avert traffic jams hindered the smooth routine of civic life. He ordained that all Wagons and Suzuki pick up stands unlawfully set up in the city by the drivers be removed, as these were generally reasonable for causing traffic jams.

8. When I looked into the debt of the valley, I saw a man surrounded by blood. I could have swear I knew him, but there was no time to go down. I had to be back to face the tribune or suffer charges. The tribal chief had agreed to arrange this trial for me. My faith could be the same as about the man in the valley. But I could foresee some hope as opinion amongst the notables of the tribe was divided. Since three years I had stayed in their village and was hoped to become a part of them. The chieftans accused me of traitor and proclaimed death as my punishment. But eventually I was able to presuade them to give me a chance to pledge my case. They see reson and agreed.

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Section VII

LETTER WRITING

Prof. Sabiha Mansoor

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Introduction

Aim of the Course

The purpose of this course is to equip our students with the necessary knowledge and skills required for writing various kinds of formal letters ranging from letters to government officials (DC/Commissioner, SHO/DSP, Mayor, MNA/MPA), business letters (letters to Managers, Directors), to letters to the editors of weekly or daily newspapers, magazines etc. It also includes applications to principals/hostel superintendents for admission, leave etc. and applications to employers (both government offices and commercial organizations) for jobs.

The course also provides essential information about the **nature of writing skills** involved in letter writing, and various kinds of activities that can be used by teachers while keeping in mind students' difficulties in writing in English as a second or foreign language (ESL/EFL).

Though the overall approach adopted in this course focuses on the **communicative approach** it is eclectic or mixed to the extent that it includes techniques from other approaches as well.

Selection of materials is based on both students' learning needs (for class room purposes) and target needs (in future areas of work). Most of the samples used in different units of this section are **authentic letters.** The use of authentic and simulated materials incorporating samples of letter writing by Pakistani students, officials, employers, directors of companies, letters to editors of news papers etc. is to help students deal with real life problems in work environment and to provide **a realistic and meaningful context** to them.

The course is aimed at a mixed ability class, ranging from **intermediate to advanced learners,** who may or may not be familiar with official and formal letter writing. Special care has been taken to devise exercises and activities that accommodate the difficulties faced by Urdu medium students with low proficiency in English as well as to sustain and raise the motivational level of more proficient learners.

Most activities in the text are **task based** and **interactive** and involves pair / group work, discussions, role play, simulations and project work. An attempt is made to involve the learners and place letter writing in a realistic context.

Though the course aims at improving the student's letter writing skills, the activities and tasks are devised to **integrate all four skills** of learners in listening, speaking, reading and writing.

. The **Teacher's Manual** is aimed at providing a certain framework and guideline to teachers. It outlines the overall approach to the teaching of formal letter writing and deals with the teacher's role and the skills required to fulfil the teaching aims. Basically it provides teachers with ideas to develop their own materials for letter writing. It is suggested that the teachers **use a few activities from each Unit** provided in this section. Teachers must use their own judgment regarding selection of activities and tasks and the period of time to be spend on different sections, depending upon their learner's needs and learner's proficiency in English. It is most important that the teachers and students devise or adapt exercises of their own choice to supplement this course. Some teachers dealing with students with low proficiency could spend more time on **linguistic content** before

increasing the **communicative functions**, and others dealing with more proficient students may require more interactive activities like project work and other innovations to raise the motivational level of their students.

The aim of providing so many samples and activities is to provide **exposure** to the students to the **different types of letters used in formal letter writing** and to let the teachers and students decide together which activities are of **interest** to them and will be more **useful** to them for their learning and target (work) needs. What is advised is that students read a few sample letters and do a few activities from each unit, so as to get practice in formal letter writing of various types.

The Course is divided into Five Units.

UNIT-I: **How to write letters**

- A. **Formal and informal letters**
- B. **Format and layout**

UNIT-II: **Applications**

- A. **To Principals, Administrators**
- B. **For Jobs/Employment**
- C. **For Suigas, electricity supply**

UNIT-III: **Letters to the Editor**

UNIT-IV: **Letters to Government officials/Mayors**

UNIT-V: **Business letters**

- A. **Asking for and Giving Information**
- B. **Ordering Products**
- C. **Making/Answering a Complaint**
- D. **Making Payments and Reminders**
- E. **Making Business Reservations/Appointments**

All the units in the section include authentic and simulated samples of letter writing, and a collection of ideas for writing letters using varied and appropriate **tasks** that involve moving from initial stages of **familiarization** and **guided writing** to more advanced stages of **free writing.** The activities include both **language work** (vocabulary, comprehension, sentence completion and body building exercises) and **activities** (pair/group work, discussions, projects, role play/simulation) which may be used as a source of ideas for teaching.

Many of the activities have been designed to create an **awareness** in the minds of our young students of the issues and problems facing present day society. Discussion of topics like law and order, hygiene and sanitation, 'developmental projects' etc. will help to enhance their concern for the environment, participation in community projects and sense of responsibility to resolve problems and conflicts.

UNIT I

How to Write Letters

Introduction

If a language student will ever need to do anything in English as a second or foreign language, it will probably be a letter. Letters are one of the most widespread forms of written communication. For this reason, devote classroom time for teaching letter writing. But it is not only because letters are so useful that we should do this. Letter writing also gives us a chance to deal with a variety of forms and functions. We write letters to invite, explain, apologize, complain, inquire; order, apply, acknowledge, thank, commiserate and congratulate: Each of these language functions has its own associated vocabulary, connotation, sentence structures and appropriate choice of words and tone to fit their audience. With each function there are various levels of formality and informality. Letter writing tasks make students consider their audience as well as their suitability. A letter must convey a writer's thoughts, ideas, wishes, orders, opinions according to its particular purpose clearly, concisely, correctly and in an interesting manner.

UNIT I (A)

Differences Between Formal and Informal Letter Writing

Classification:- There are three main classes of letters (a) personal (b) official (c) business. All letters can be placed in any one of these classes.

Personal letters (Informal)

- exchanged by relatives and friends
- may be gossipy
- full of family news
- description of a holiday
- a letter of good wishes
- a letter of thanks for a present
- holiday visit

Style: simple, casual or conversational, natural, use of ellipses like can't, won't, etc/. expresses yourself as if you were talking to the reader. Any kind of formality is out of place. Can be rambling and lengthy.

Official letters (formal)

- exchanged by a private person (or official) and a civil servant, local government official, employee, member of parliament or other person or body having an official person includes:

a) applications from students for admission or leave to a Principal or a Hostel Superintendent,

b) applications for employment to government departments or commercial organizations.

c) Letters to government officials: SHO/DIG/etc reporting theft, or requesting for police security/action, letters to D.C/Commissioner reporting encroachment or other civil matters, letters to MNAS/MPAS or Mayors or Chairman Municipal Corporation regarding request of basic activities like schools, dispensaries or environment problems.

d) Letters to editors of various newspapers and periodicals highlighting a problem or suggesting a solution or making an appeal to some authority.

Business letters (formal)

- exchanged between one business man or company.

- contain orders or refers to receipt of orders or delivery of these orders, or enquires or complaints regarding defective goods. Also includes making business appointments and reservations. Fax messages are part of business letter writing.

Style (official or business letters):- formal, business like; deals with problems and matters at hand. Is short, concise, no extra bits etc.

Familiarization

Activity I (pair work)

Study the two letters below. Which is the more formal? One of them is a personal letter not a business letter. Which one? Discuss in pairs the differences between personal and business letters. Discuss what makes a letter formal or informal. Why are some letters more formal than others?

Sample - I

92-Tariq Road
Lahore

October 10, 1987

Dear Rashid

Sorry I was n't able to get to your party last Saturday. I was all ready to come and just about to leave when I got a phone call from a friend. He had just arrived from Teheran - on his way to Delhi and he wanted to spend the evening with me before he left the next morning. Well, I couldn't refuse, could I? Of course I tried to phone you, but your number was engaged. And after that I was busy with my friend all evening.

I hope you'll understand. I know you needed my records, but I'm sure you all had a marvellous time just the same. My evening, as it turned out, was rather boring.

Hope to see you soon.

Yours,

Ali

Sample - 2

Fashion Imports (Ptv) Ltd.

P.O.Box 35
Melbourne Australia

Millco Ltd.
The Mills
River Street
Halifax HX5 7PT
UK.

28 June 1983

Our Ref: BA/ej

Dear Sirs

We are interested in placing an order for 500 meters of your tartan cloth (ref J203).

We would be grateful if you would send us a quotation FOB Liverpool.

We look forward to hearing from you.

Yours faithfully

Brenda Abbs (Miss)
Buyer

Familiarization

Activity 2

Formal letters are usually written for business or official purposes. They usually deal with one theme, with no 'extra bits' to pad them out. They are usually written to people you do not know well.

Task

Tick the boxes to show when you would write formal letters.

- to a relative you don't know well
- to a friend you have quarrelled with
- to apply for a job
- to complain about faulty goods
- to complain to a neighbour about noise
- to your bank manager

Compare your answers with a partner

Activity 3 (pair work)

Write two letters:- a) to a managing director of an international company like Shell or Esso asking for employment b) to a nephew from a favorite aunt. The class divides into pairs and each partner writes one of the letters. After completing the letters each pair compares the two letters, discusses the differences and writes comments in the table below:

	type	style	content	length
a				
b				

UNIT I (B)

Formal Letter Writing
(Parts of a Letter)

Layouts

Mr Agha Z. Pasha is resident manager of a large company **Sumitomo Corporation.** He wrote to **Messrs Atlas Rubber and Plastic Industry** informing them that their company has developed **Telephone Wire Insulation.**

Sample 1

1 **SUMITOMO CORPORATION**
(Incorporated under the laws of Japan)
1st Floor, Fountain Av., 64-A, Main Gulberg
Lahore (Pakistan)
Telex:44760 SUMIT PK Cable: "SUMITOMO" Lahore
Phones: 875845, 872825
Fax: (042) 5711897
15, 5-Chome, Kitahama

2 **Tokyo Head Office:**
2-2, 1-Chome, Hitotsubashi
Chiyoda-ku Tokyo Japan
(C.P.O.Box - 1524 Tokyo)
Cable: "SUMITOMO" Tokyo

Osaka Head Office:

Higashi-ku Osaka, Japan
Cable: "SUMITOMO" Osaka.

5 25 November 1993

3 Your Ref__________

Our Ref. I-I HRZP-642__________ **Please Quote**

4 Messrs. Atlas Rubber and Plastic Ind.
Textile Plaza
Mumtaz Hasan Road
KARACHI

6 Dear Sirs

7 **Subject: Wire/Cable Insulation GRADE - 3150 SN**

We are very pleased to inform you that our manufacturer (SAMSUNG General Chemical Co. Ltd., KOREA) has developed Wire and Cable Insulation Grade "3150 SN" as Telephone Wire Insulation used in POWER CABLE Application.

8 In order to introduce this grade to your company, we are enclosing herewith our manufacturer's Specification Sheets for your kind perusal and reference.

Meanwhile, our manufacturers are interested in sending you a small sample for your testing and approval before we go into a larger quantity contract. Therefore, kindly let us know the required quantity.

Thanking you

9 Yours faithfully
for SUMITOMO CORPORATION

10

11 AGHA Z. PASHA
12 Resident Manager

13 Encl: As above
3 Ref: AZP/rs

Look at the letter very closely and note the following **parts of a formal letter.**

1. Letterhead (if any)
2. Address
3. References (if any)
4. Addressee
5. Date
6. Salutation
7. Subject (if any)
8. Body of the letter
9. Closing
10. Signature
11. Sender's name
12. Position (if any)
13. Enclosures (if any)
14. Postscript (if any)

Note:

The numbers given in parts of a formal letter do not correspond exactly to numbers given for layout exercises in other sample letters as some parts which are optional like letter head, enclosures, may or may not have been included. What is important is that students note the different parts the letter in the layout. There are different variations of layout used over the years. The format adopted for this section is the one currently used for formal letter writing. The layout will be the same for both typed and hand written letters.

Layout

Activity 1

Mr Pasha receives the following **reply** from **Atlas Rubber and Plastic industries.** Keeping in mind the layout of the letter written by Mr Pasha can you name the parts of the letter?

Sample 2

ATLAS RUBBER and PLASTIC INDUSTRIES (PRIVATE) LTD.

Your Ref: I - I HRZP - 642

Textile Plaza
Karachi

Our Ref: 3/ARPI/11-A-1-506/93

30th November 1993

M/s. Sumitomo Corporation
1st Floor Fountain Ave
64-A Main Gulberg
L A H O R E

Dear Sirs

Sub:- Wire/Cable Insulation Grade - 3150 SN

Please refer to your letter No. L-LHRZP-642 dated 25-11-93, on the above subject. We shall be highly obliged if you will please send us samples approximately 25 kg. of your subject item.

Requesting for earliest action in this regard.

Yours faithfully

for ATLAS RUBBER and PLASTIC IND. (PVT) LTD.

(SH. DANISH JAVED)
D I R E C T O R
Ref: DJ/ma

Layout

Activity 2

Unfortunately the letter (Sample 2) falls into the office shredder by mistake. Look at the letter and use that to help you put this letter in the **right order** to fill in the parts of the letter for ATLAS RUBBER and PLASTIC INDUSTRIES (PVT) LTD.

30th November 1993

Dear Sirs

Yours faithfully

Please refer to your letter No. L-LHR 2P-642 dated: 25.11.93 on the above subject.

(Sh. Danish Javed)

Sub: wire / cable - Insulation Grade-3150 SN

We shall be highly obliged if you will please send us samples approximately 25 kg of your subject item.

M/s. Sumitimo Corporation
Isr Floor Fountain Ave.
64-A Main Gulberg Lahore

Atlas Rubber and Plastic Industries (Private) Ltd.

Our Ref: 3/ARP/11-A-1-506/93
Your Ref: L - LHR ZP - 642

Requesting for earliest action in this regard.

DIRECTOR

Textile Plaza
Karachi

Yours faithfully

For Atlas Rubber and Plastic Ind. (Pvt) Ltd.

Ref: DJ/ma

Parts of a Letter

Let us look more closely at some parts of the letter.

1. **Letterhead:** It is quite usual for official letters to have a printed letterhead.. This is printed at the right side of the sheet or at the top and contains the official name of the office or company concerned. It sometimes also carries an address, telephone and fax nos. etc.

2. **Address:** The address is the sender's address. Letters from offices on business matters usually have a printed address at the right side of the sheet. This address includes the name of the company and address, the department of central or local government or any other official body from which the letter is going out. The address if typed or handwritten should appear in the top right hand corner, arranged so that it can be read easily. The arrangement of the lines should be straight and there must be separate lines.

Simple Stationers Ltd.	- Name of Company/House (if any)
15 Ghazi Road	- Number of your office and the name of the road
Lahore	- Name of Village/Town/City
Pakistan	- Name of Country
P.O. Box: 312	- Postal code (if any)

3. **The References:** Look at the letters (Sample 1, 2) and you will see above the address:

   Your Ref:
   Our Ref :

This means **your reference** and **our reference**. A reference is used for filing. It gives you the **subject** and the **letter no.** In Sample letter 2 **Our Ref: 3/ARPI/ 11-A-I 506/93** stands for the file no and Date. When you reply to a business letter, you fill in the received letters reference as Your Ref. and add your own reference as Our Ref:

The references at the **end** of sample letter 1 i.e. **AZP/rs** and sample letter 2. **DJ/ma** tells you who wrote and signed the letter (the boss) and who typed it (the secretary). References at the end of the sample letter **AZP/rs** means that Mr Agha Z Pasha wrote it and his secretary Rahim Soomro typed it and AZP/rs are their initials. Similarly references at the end of the sample letter **DJ/ma** means that Danish Javed wrote it and his secretary Marina Aslam typed it. D J and ma are their initials.

Layout

Activity 3

Now fill in the references below.

You receive a letter with **Our Ref: HRP - 639/94**. The reply written by you has a **Ref. NO. of JAP - 436/94** Now fill in the references below in your reply.

Your Ref:
Our Ref :

Ahmed Karim wrote it.	Jamil Piracha wrote it.	You wrote it.
Fauzia Sadiq typed it.	You typed it.	Nasim Ahmed typed it.
Ref:__________	Ref:__________	Ref:__________

4. **Addressee:** By this is meant the name of the person or company to whom you are writing. It is essential to write the addressee's name and address in an official or business letter. These letters should also have a good sized margin so that they can be filed easily. It is also wise to keep a copy of every official business letter for reference. The addressee should be written close to the left hand margin, then begin a line below the line of the address. It should be straight like the address and **the same form should be on the envelope.**

If you are writing to an unlimited Company or partnership of traders, or solicitors, or any form that is not styled limited, the addressee or direction should be:

Messrs Abdul and Company Messrs Abdul and partners Messrs Abdul, Rahim and Shahid

Note: Messrs is the plural form of mister. In the case of a limited company where the word limited, is part of the designation you should not put **Messrs,** before its name. Consequently it is usually best to address your letter to some individual like the Chairman, The Managing Director, The Personnel Manager, The Branch Manager, The Secretary, The Export Manager etc followed by the name of the Company.

The Branch Manager Habib Bank Ltd. Gulberg Road Branch Lahore	The Personnel Manager Packages Ltd. Ferozepur Road Lahore

Note: The Addressee's name and address should not exceed four lines. The details of address in official or business letter like number of office or name of road (if it exceeds four lines) can be left here and put in the address on the envelope.

Date: This seems a simple matter, but surprisingly many people either forget to

write the dates at all, or write an incomplete date: There are many ways of writing a date:

9th October 1961 9 October 1961	9th Oct. 1961 9 Oct. 1961

Note

Never write October the 9th, or 9th of October. Also never write in figures like 9.10.1961 especially in formal (official or business) letters.

Salutation (greeting):

If we **know** the name of the addressee; we begin: Dear Mr Hyder Dear Miss Karamet	If or do **not know** the name of the addressee we begin. Dear Sir (to a man) Dear Madam (to a woman)

In case of strictly formal letters to or from government departments or officials

Sir	(to a man)
Madam	(to a woman)

If we are writing to a company or department and do not know exactly who to write to we write **Dear Sirs**, or if the direction of the letters is to **Messrs** as in the examples.

Dixit Computers 36 The Mall Road Lahore Pakistan Dear Sirs	The British Tourist Authority Thames Tower Black's Road London W6 Dear Sirs

Complimentary Close (Closing)

A suitable closing for most formal letters is :
If you know the reader's name

Yours sincerely	Yours faithfully

less formal　　　　more formal

If you do not know the reader's name

Yours truly

more formal

Note

A capital letter is needed for the first word of each line of the closing. Yours needs no apostrophe 'your's' is wrong - Avoid!

Layout

Activity 4

Now fill in the salutation and complimentary close of these people:

1. The Chairman
Asia Products Inc.
212 West Street
Karachi
Pakistan

Dear ________
Yours ________

2. Mrs G. Edwards
24 voie farnese
Rome
Italy

Dear ________
Yours ________

3. The Tourist Office
Ataturk Laddes
Izmir
Turkey

Dear ________
Yours ________

4. The Managress
Modern Fashions
Tariq Road
Karachi

Dear ________
Yours ________

Subject of the letter (If any)

Sometimes we write a heading at the fop of the letter. It is called the subject of the letter. In tells us exactly what the letter is about, for example in an official letter the problem concerned, or in a business letter the number of an order or invoice.

It is placed after the salutation and is usually underlined or written in BLOCK LETTERS

> Dear Mr Hassan
>
> **Order No: B-270**
>
> He has received the above order.

Sometimes the word "**Re**" is used This means about, concerning, a short form for "Regarding".

> Dear Miss Lee
>
> **Re: your Insurance Policy No: 120. 4967**

In official letters the main subject of the letter is written after the word **Subject.**

Sir
Subject: Acute Shortage of water in Mohallah Jinnah Colony.

Body of the Letter

This should be arranged in paragraphs. The paragraphs can follow one after another. The first line of the paragraph can be directly below the salutation and every succeeding paragraph will begin directly below. By leaving a line space between paragraphs the reader can tell the beginning of a new paragraph. The body of the letter should be in the main parts.

The Introductory Paragraph - beginning of the letter dealing with the **opening** draws the readers attention to previous correspondence or to the main purpose of the present letter.

The frequent beginnings of a business or professional letter is:-

- In reply to your letter of June 5th
- Thank you for your letter of June 5th
- Further to my letter of June 5th.

In reply to an advertisement regarding employment. You will begin:

- Referring to your advertisement in the daily-dated June 5th
- In response to your advertisement
- Please send me so and so advertisement in the daily-dated June 5th.

The Second or Following Paragraphs deals with the **main purpose** of the letter or the problem concerned in more depth giving details of orders etc.

If your letter deals with several different subjects each should begin with a new paragraph. If you must deal with a subject at a given length, use two or more paragraphs. By breaking up a page your reader can easily follow your argument or grasp your subject.

In business or commercial letters concerned with a number of orders for different articles or materials or with a number of different customers each point should be contained in a separate paragraph. This makes it easier for the orders to be understood and also facilitates checking when they are made. In some official correspondence each paragraph is numbered. The number is placed at the edge of the paragraph because of the indenting of the first line of each paragraph.

In a long letter dealing with an important matter try and set your points in a way that is both logical and chronological

Avoid use of beginnings in phrases like.

> I beg to acknowledge receipt of you letter
> I beg to apply for the post of ____.

> We an in receipt of your communication
> of date and beg to thank you for the same.

This mode of writing is obsolete and has a slavish tone not used in letters anymore.

Also out of fashion are the flowery artificial phrases that use to address official and business letters and make them appear unrealistic and insincere.

> Your esteemed favour to hand
> Thanking you in anticipation of future favours
> One Mr Altaf will be at the disposal of your good self on Wednesday next

Signature: After the subscription (closing) comes the signature. The signature in a formal letter will be more like the personal signature in a business letter i.e. your initials and surname or the form of signature.

Sender's Name: This should include both your first name and your surname. May take any of these forms:

> Arshad S. Haq
> A. Shammi Haq
> A . S. Haq
> Arshad Haq

Position if any

If you hold same special position in your company or an official position which you are authorized to use, it is commonly written or typed below your signature.

Yours faithfully for and on behalf of Ahmed, Tariq and Ali Ltd. Arshad Haq Managing Director	Yours faithfully Arshad Haq (President)	Yours faithfully Arshad Haq Sales Manager	Yours truly Arshad Haq Lt.Col(retd.)

Forms of address

Married women can use Mrs Single women can use Miss Both married and single women can use Ms	Both married and single men use Mr

When replying it is best to use the same form in the salutation that the sender used in the formal ending.

Women usually put Mrs in brackets before their name at the end of a letter. Men do not normally put Mr at the end of a letter.

Yours sincerely (Mrs) Malik Dar	Yours sincerely Rashid Latif

Note: There is no full stop after Mr or Mrs; Mr. or Mrs. is wrong.

Enclosures (if any): If you put something in with your letter, like a cheque or a prospectus, you are enclosing something. Then you write **Enc**. short for enclosure at the bottom of the letter, with or without the object you are enclosing.

In payment we enclose a cheque for Rs 500.00 Yours sincerely Rahim Jan **Enc**. One cheque	We are happy to enclose our latest price list Yours faithfully (Mrs) Waheeda Khan **Enc**. price list

Postscript or P.S. (if any) It is best to do without any, but sometimes a thought occurs after the letter is signed or some item of information only then becomes known to the writer and a postscript or P.S. becomes unavoidable. If a second thought occurs to you after you have written a P.S. there in no need to write P.S. 2 since the postscript has been written after the letter has ended.

Addressing the Envelope

The addressing of the letter should be very clear for the benefit of the Post Office and it should be designed to create a good impression on the recipient before he/she opens it.

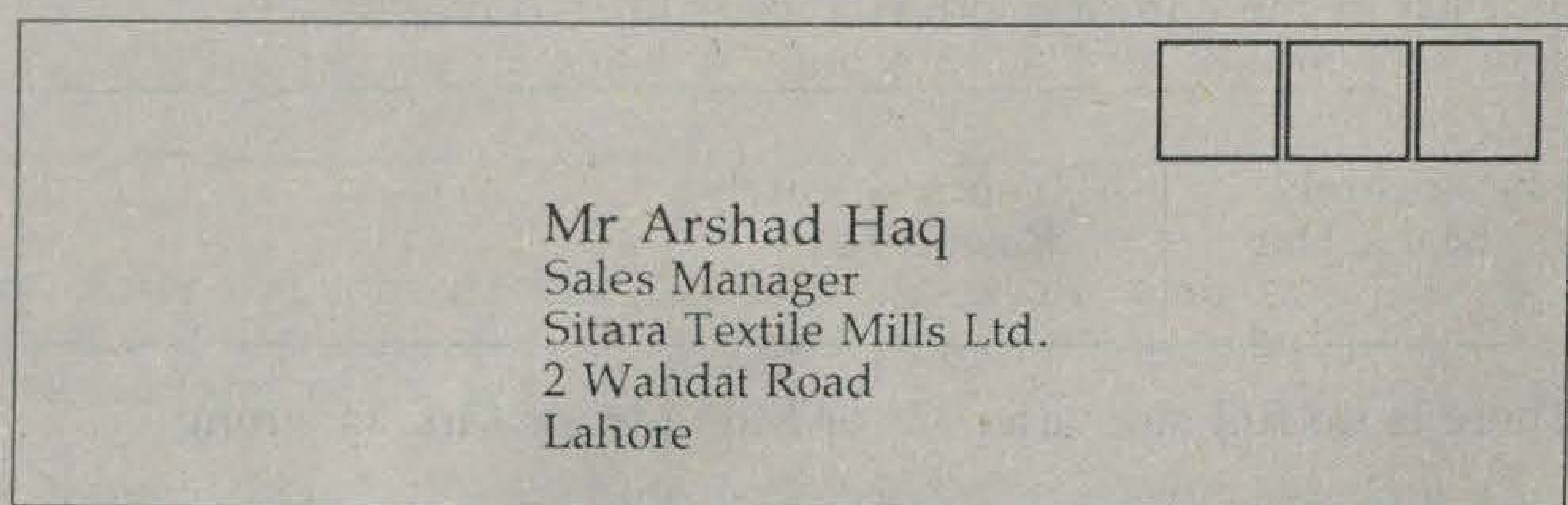
The first point to consider is where to begin.



Centre point of envelope

A good hint is to take the centre point of the envelope and then start writing the address. It is customary to write on separate lines the name of the person to whom the letter is addressed, then the designation if any, (official position), the name of the company or office, the name of the street or road, then the town or city and finally country (if posted abroad) and postal code (if any).

Sample 3



Note:

The address in the envelope should be the same as the addressee or direction of the letter but may have more details regarding the name of the road etc.

Punctuation: Many different styles of layout or punctuation are used in letter writing. The system followed here is called the **open punctuation.** It employs no punctuation in the basic layout as is common office practice to day. Some of the printed letter heads show accepted variation. The punctuation of the address of the envelope is generally the same as the punctuation of the addressee or direction in the letter. Previously it was usual to end with a comma at the end of each line except the parts which had a full stop. Today, none of these punctuation marks are really necessary. In writing a name put a full stop after each initial, but there is no need to put full stops after the contraction: Mr Mrs.

Indentation: In modern letter writing there is no indentation (i.e. to start a new paragraph away from the margin). Instead a line space is kept between different parts of the letter and between each paragraph to make it easier for the reader (see business letter Sample 1).

Note

The rules regarding punctuation and indentation apply to both typed and handwritten letters. If your letter contains a private information or which you do not wish any 3rd party to learn, you should write **Private** on the left side of the envelope. Finally, put the right value of stamps on the right side of the envelope as seen in sample 3.

Sample 4

BRIGHTER
OFFICE
SUPPLIES
LIMITED

13 Mill Street
Harlow
Essex Cm20 2jr
Telephone Harlow 26721 Telex 81259
Cables/telegram Harlow

Ms A Meiners
Simple Stationers Ltd
15 Mowbray Road
London NW6 5EJ

23 January 1981

Your ref: AM/SN
Our ref: SY/JB

Dear Ms Meiners

Sub : Price List

Thank you for your letter of 18 January. Our current catalogue is enclosed as you requested, but I am afraid our price list is unavailable at the moment as it is being reprinted. However, I will send you one as soon as they are available.

Thank you for your interest in the company. We look forward to doing business with you in the future.

Yours sincerely

Simon Young
Sales assistant

Encl

(Source: Norman 1982)

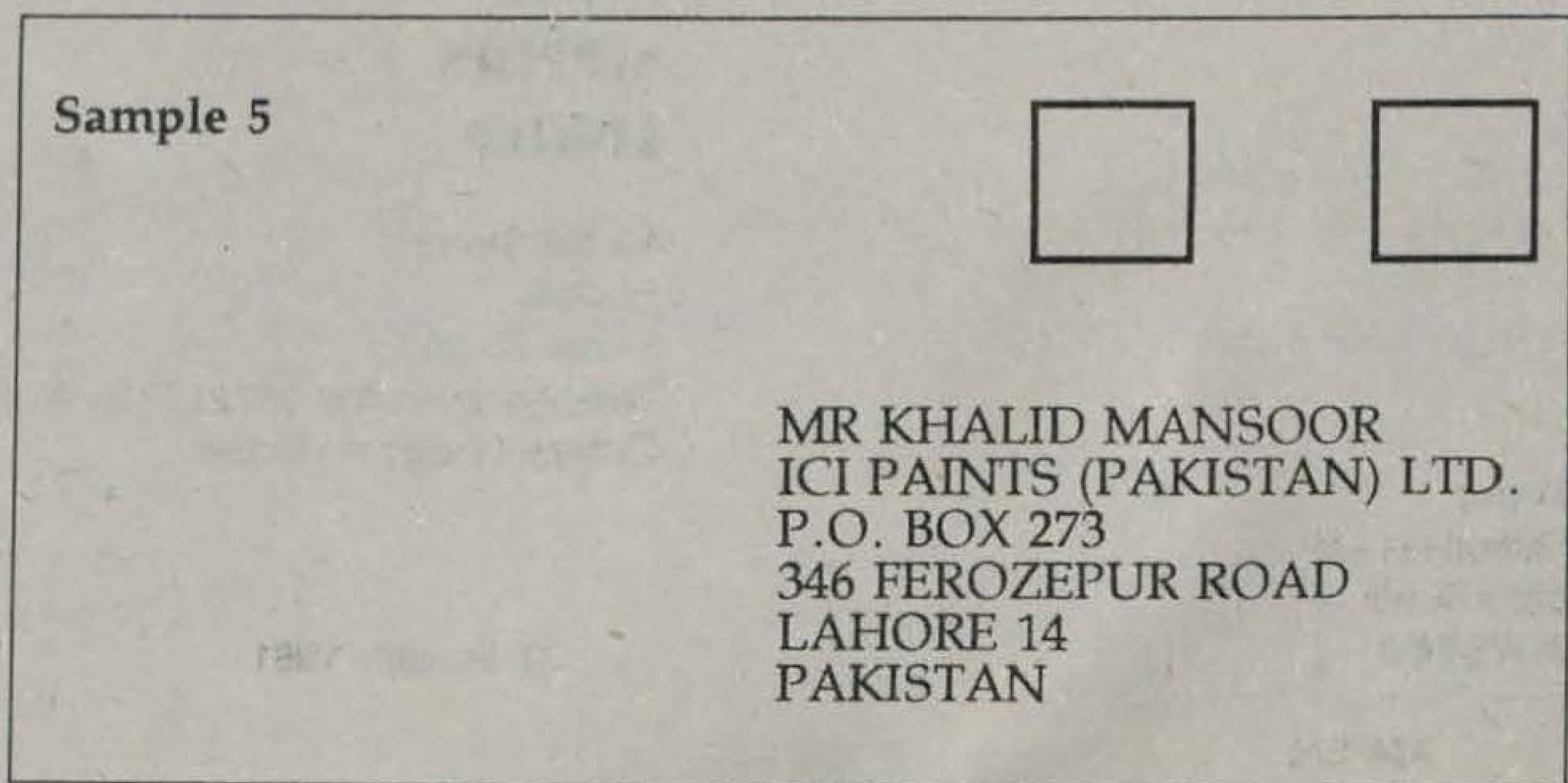
Activity 5 (revision)

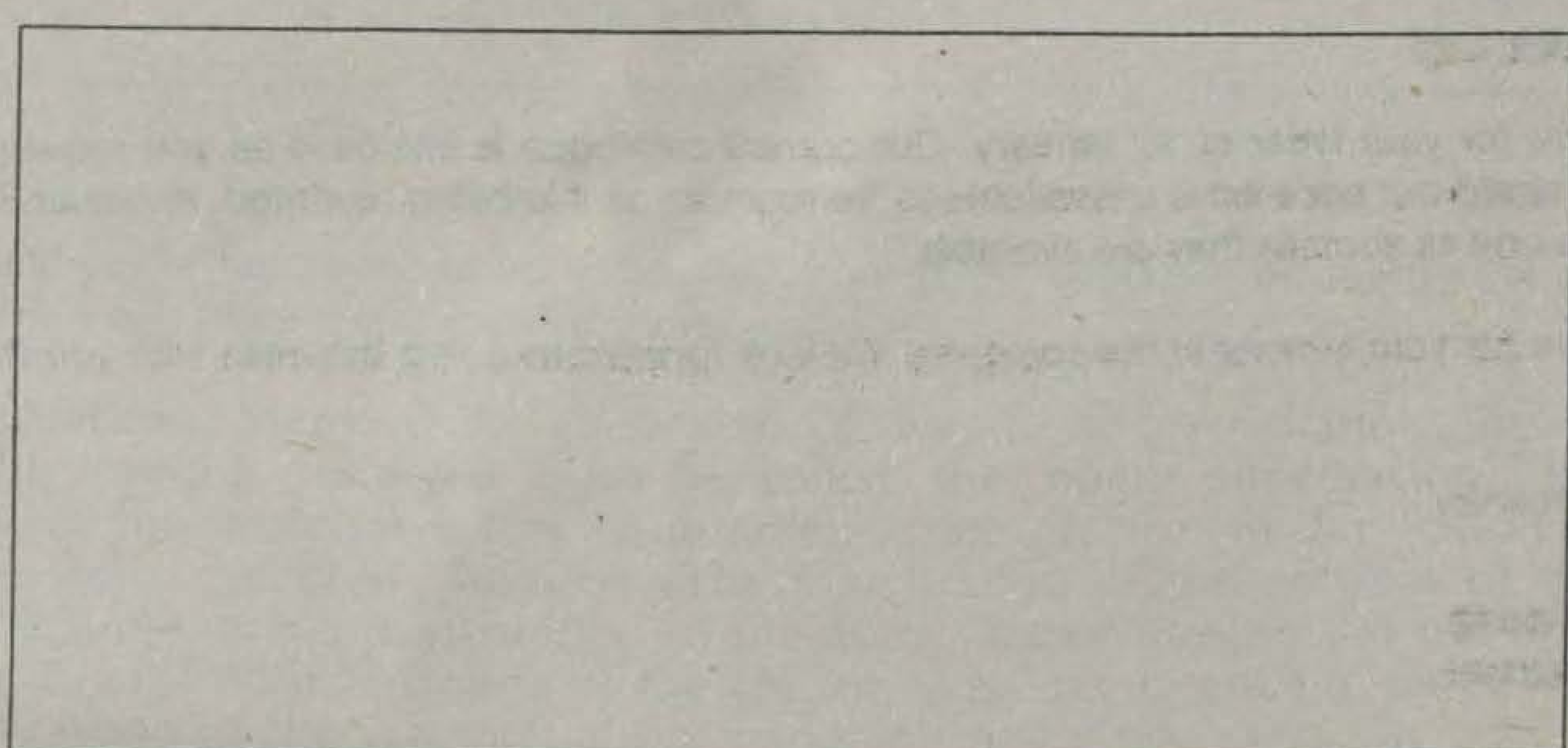
Read the letter (sample 4) and label the parts of the letter (Please note the line space between each part of the letter and between different paragraphs as there is no indentation.)

Activity 6 (addressing the Envelope)

On behalf of Simon Young in sample letter (4) address the envelope in which the letter will be posted.

Note the layout on the envelope (sample 5) especially the absence of punctuation marks like commas full, stops etc. However, all abbreviations are followed by full stops. The students should bring an (envelope) along with stamps to school/ college for further practise.





Common Errors

Activity 7 (group work)

The letter below contains many errors which are quite common amongst Pakistani students. Read the section on Parts of a letter and note the errors. Discuss with group members.

Sample 6

The Honourable
Prof Dr Hamida Rehman
Principal Kinder Garten College
Lahore

Respected Madam

A.A.
With due reverence and humble submission, I beg to submit that I learnt through your interview published in the "daily Jang" dated 08.11.1993 that yours college having a pivotal role for promoting the English literature (esp. English Language) in Pakistan. No doubt, it is exceptional efforts and I hold in great esteem all this.

Worthy Madam I am also being a student of literature deadly desire for learning the English language. But mis-chance I am simple B.A. and working as Junior Clerk in the office of Commissioner, Multan. Being low paid salary official, I having no any sufficient financial sources of income to attempt my motive. However , I have been studying English literature (for M.A. English) since five years from the books/guides available in the market. But due to elaborate course and mis-guided by learned Professors and instead of taking keen pain in this field I am unable to obtain its actual spirit and field.

From the above, I would you humbly beseech that I may kindly gratify to send a material which is prepared by yours good office staff for the guidance and achievement M.A. English.

I shall be highly thankful to you, for this kind of act.

(Yours obediently)

Dated :- 10-11-1993

(Arshad Ahmed)
Junior Clerk
Commissioner's office
Multan Division

UNIT II

Letters of Applications

Letters of applications are crucial to the development of your career. They influence your chances of admission to an educational or professional institution or with job opportunities with a prospective employer. They reflect your judgment and concern for others, two qualities you should continually develop and display in your professional dealings.

This section deals with only three kinds of applications:

II A To Principals, Heads of Institutions, Hostel Superintendents

II B For Jobs/employment

II C For Suigas, and Electricity supply

Note

Some names and addresses of addressors (senders) and addressees of authentic letters in the section on letter writing have been changed to maintain privacy and confidentiality.

UNIT II A

Applications to Principals, Heads of Institutions, Hostel Administrators

Sample I

Sailfullah Lodhi Road
Rawalpindi Cantt

14 July 1993

The Principal
Kinnaird College
Jail Road
Lahore

Dear Madam

explain why you are writing

1. I wish to apply to your college for admission for a Bachelor of Science. For this purpose I require the relevant admission forms and prospectus. I would also like to have information about the various subject combinations at this level..

stress special qualifications

2. I have recently appeared for the June 1993 A-level examinations from the Cambridge University Syndicate from Karachi Grammar School, Karachi, in pre-engineering subjects. The results will be announced by the end of August. Consequently I would like to know the admission process for A-level students.

indicate your next move

3. I shall be highly obliged if you would send me all the information and the admission forms as soon as possible.

Thanking you in anticipation.

Yours sincerely

Samina Abbas

Layout

Activity 1

Label the above letter of application and note the instructions at the side of each paragraph.

Comprehension

Activity 2 (pair work)

Read the above letter silently and answer the questions below. Discuss with your partner after you have finished

(a) What is the purpose of the letter ?
(b) What materials and information does Samina require ?
(c) What is Samina's academic background?
(d) What request does she make?

Building up Exercises

Activity 3

Complete the sentences. (Do not use phrases or sentences from the text of sample letter).

(a) I wish to apply ......
(b) For this purpose I require ....
(c) I have recently appeared .....
(d) The result .....
(e) . I shall be highly obliged if .....

Vocabulary

Activity 4 (pair work)

Write the meaning of the following words: (If you do not know the meanings try and guess from the context). Compare with your partner and discuss similarities and differences

(a) Principal ____________________
(b) apply ____________________
(c) admission ____________________
(d) prospectus ____________________
(e) relevant ____________________
(f) Syndicate ____________________
(g) consequently ____________________
(h) obliged ____________________
(i) information ____________________
(j) anticipation ____________________

Function: Request

Activity 5

Complete the list of phrases commonly used for letters of request.

(a) I shall be grateful ____________________
(b) ____________________
(c) ____________________
(d) ____________________
(e) ____________________

Sample 2

Enclosed is a copy of our prospectus and admission form for B.Sc. I. Kindly complete the form and mail it back as soon as possible no later than the end of September, 1993.

Please read the prospectus carefully before you fill your forms.

Fill In Blanks

Activity 6

Look at the reply (sample 2) which Samina received from the principal. Fill in the missing address and addressee, date, opening salutation and close.

Sample 3

68/A Aziz Road
Mianwali Cantt

3 August 1993

Dr. Asif Mahmud
Principal
Government College
Mianwali

Dear Sir

Subject: Application for Higher Education

I wish to apply for admission to your college for a ______________. I did my ______________ examination in 1993.

I took ______________, as elective subjects and obtained ______________. I would like to study in your college because ______________, and shall be highly obliged ______________.

Yours truly

Amir Malik

Fill In Blanks

Activity 7

Fill in the blanks in the main body of the letter (sample 3).

Building Up Exercises

Activity 8 (group work)

Divide yourselves into groups of 6 to 8 students and fill in the subject and main body of the letter (sample 4) and address it to the Director of Admissions to the University of your choice. Keep in mind in the **opening paragraph** to explain why you are writing, in the **second paragraph** to stress special qualifications, and in the **closing paragraph** to indicate your next move.

Sample 4

(may change) { 336 Tufail Road
Lahore

16th Jan 1993

(may change) { Director of Admissions
Institute of Arts and Crafts
Islamabad

Dear Sir/Madam

____

____

Yours truly

Function (pair work) : Requests And Regrets

Activity 9

Study the two letters (sample 5 and 6) and note in particular the underlined sentences requesting information (sample 5) and expressing regrets (Sample 6).

Keeping the samples in mind, one of you draft a letter, requesting admission and the other draft a letter accepting or offering regrets.

Simulation

Activity 10 (group work)

Do the following:
Divide yourself into groups of 6-8 students

Stage I
- discuss future educational programmes
- select one plan and draft an application for admission
- revise the draft making corrections
- exchange letters between groups

Stage II (each group now assumes the **role** of the **head of the institution).**
- before reading the letter each group makes the profile of the institution that they represent.
- examine the application and discuss the suitability of the candidate.
- draft a reply accepting or rejecting the applicant.
- revise the draft making corrections

Stage III
- Pin both the application and the reply on the classroom notice board for display for the teacher and the rest of the class.
- The teacher and the class now evaluate and discuss the letters, suggesting improvements if any.

Sample 5

F-4-Block 89
Sea View apartments
Defence-75500
Karachi

10th November 1993

Dr. Mrs Mira Phailbus
Principal
Kinnaird College for Women
Lahore

Dear Madam

I am writing this letter in response to an advertisement of your college regarding admissions for a Masters degree in the daily **Nation** dated 27th October 1993.

I am currently studying in St. Josephs Government College for Women Karachi doing my first year of graduation with English Literature, Political Science and Psychology as my subjects. I have a keen interest in Political Science and really want to do my Masters in this subject from a reputable institution.

I would be highly obliged if you send me the information and details regarding the subjects your institution offers for a Masters Degree .

Thanking you

Yours faithfully

(Seema Hameed)

Sample 6

Kinnaird College For Women

Dr. Mrs Mira Phailbus
Principal

93 Jail road
Lahore
Tele: 6661234

4 December 1993

Miss Seema Hameed
F-4-Block 89
Seaview apartments
Defence 75500
Karachi

Dear Miss Hameed

Thank you for your inquiry regarding masters course at Kinnaird College. We only offer Masters in English Literature. Should you wish to study any other subject you should write to the University of the Punjab or to Lahore College for Women.

I am sorry that we cannot help you further.

Yours sincerely

Mrs M Phailbus

Sample 7

85/B Hafiz Road
Lahore Cantt

2 August 1993

Dr. Fehmida Ijaz
Principal
Fatima Jinnah College For Women
Lahore

Dear Madam

SUBJECT: APPLICATION FOR LEAVE

Opening para explain purpose	I am a student of Fatima Jinnah College and would like to a apply for leave from the college.
2nd para give reason for leave	My mother has recently been diagnosed as having cancer. The doctors have advised her to leave for the United States immediately. Since my mother has no relatives in the United States, it is imperative that I accompany her when she goes as it will be necessary for someone to be with her the for both moral and physical support.
3rd or final para details of leave including period of leave with dates.	I shall be grateful if you would sanction me leave from the college for three weeks, that is 1 Sept. to 27 Sept 1993.
Closing para	I would appreciate your viewing my application favourably.
	Yours sincerely
give details like class, section etc	Amina Ayub F.Sc. II (Section C)

Comprehension

Activity 11

Read the letter (sample 7) silently and answer the following questions.

(a) What is the subject of the letter?
(b) What reasons does Amina give to the Principal of her college to request leave?
(c) What is the duration of leave applied for?
(d) What is the class and section she studies in?

Vocabulary

Activity 12 (pair work)

Write the meanings of the following words. If you do not know the meanings try and guess from the context. Compare with your partner and discuss similarities and differences.

(a) diagnosed ________

(b) advised ________
(c) immediately ________
(d) imperative ________
(e) accompany ________
(f) moral support ________
(g) sanction ________
(h) appreciate ________

Building Up Exercises

Activity 13

Complete the sentences. Do not use phrases or sentences from the text of the letter (sample 7).

(a) I am student of ________
(b) I would like to apply for ________
(c) Since ________ it is imperative that I ________
(d) I shall be grateful if ________
(e) I would appreciate if ________

Discussion

Activity 14 (pair work)

Discuss with your partner reasons why you might apply for leave and complete the list.

(a) Sickness in the family
(b) ________
(c) ________
(d) ________
(e) ________
(f) ________
(g) ________

Guided Writing

Activity 15

Study the sample letter (7) making note of underlined statements and instructions for different paragraphs. Now, write a letter to the head of your institution requesting leave for a specified period. Remember to include:

purpose of the letter
reasons for leave
details of leave that is specified period with date
an appropriate closing
your own particulars that is class, section etc.

Sample 8

Shams House
23 Shahrah-i-Quaid-Azam
Lahore

14 November 1993

The Principal
Wharton College
Lahore

Dear Madam

Subject: Miss Noreen Shams Student B.A. I

The marriage ceremony of my daughter, Noreen Shams, student B.A. I is scheduled for early December 1993 at Peshawar. She is expected to leave along with her family for Peshawar in the coming few days. I request you to grant her leave for two months w.e.f. 15th November, 1993.

Yours faithfully,

(Shams-ul-Saleem)

Sample 9

Wharton College For Women

Dr. Razia Iqbal
Principal

56 Iqbal Road
Lahore
Tel: 5787620

4 December 1993

Mr Shams-ul-Saleem
23 Sharah-i-Quaid-i-Azam
Lahore

Dear Mr Shams-ul-Saleem

Subject: Miss Noreen Shams Student B.A. I

With reference to your letter of 14 November 1993 requesting leave from College for your daughter, Noreen Shams, for a period of two months for her marriage ceremony. We are concerned that this is a long period and could affect her academic performance. We would like to warn you that should her attendance be poor following the marriage and if her test results are low, she will not be allowed to sit for her exams as a student of Wharton College.

I hope you share our concern for the education of your daughter.

Yours sincerely

Mrs Razia Iqbal
Principal

Function: Request

Activity 16

Read the two letters (Sample 8 and 9) and **underline** a) the sentence **requesting leave** used by Mr Shams-ul-Saleem in sample 8, and b) the sentences **expressing concern** used by the principal in sample 9.

Comprehension

Activity 17

Answer the following questions:

(a) What reason for leave does Mr Shams-ul-Saleem give in the leave application?

(b) What warning does the principal give in her reply.

Reading : Evaluation

Activity 18 (group work)

Stage I
- The class divides into groups of 6-8 students.
- Each member writes down a reason and specified period of leave.
- The group together examines the list and discuss requests for leave and specified period which they feel reasonable and would be sanctioned by the principal, and those which they are feel are unreasonable and would be rejected.
- They select one reason and write an application for leave.
- They revise it and make the final draft.
- They pass the application to the next group.

Stage II
- The next group examines the application of the other group and discuss the reasons and period for leave.
- They draft a reply accepting or rejecting the leave.
- They revise it, correcting spelling or grammatical errors and make the final draft.
- They pin the leave application and reply on the class room notice board.

Stage III
- They teacher and students of the class read the letters and discuss and evaluate them.

Sample 10

Massachusetts Institute of Technology

Office of Admissions
Room 3-108
77 Massachusetts Ave

Cambridge, MA
02139 4307
617/(253-4791)
Telex 92-1473

18 November 1993

Dr. Nashid Syed
Kinnaird College
Lahore
Pakistan

Dear Dr. Syed

Each year we ask students admitted to MIT to share with us the name of a teacher who has been especially influential in that student's development.

<u>We congratulate you on being named this year by Ayesha J. Malik.</u>

More importantly, <u>we thank you for the time, patience, expertise, love, discipline and all the other qualities which have had such an important impact on your students. You do the work from which we all benefit.</u>

<u>Congratulations again on the respect you have earned from your students.</u>

Sincerely

Michael C. Behnke
Director of Admissions

MCB : mh
cc: Principal of Kinnaird College

Function : Appreciation

Activity 19 (Simulation)

Read the letter above (sample 10) by Director of Admissions of MIT (Massachusetts Institute of Technology) and note expressions of appreciation which are underlined.

Stage I - Divide yourselves into groups of 6-8 students

- Discuss among yourselves teachers who have been especially influential in your development.
- Select names of 1 or 2 teachers.

Stage II - Discuss your future educational plans and where you might be applying for admission.

- Select one or two institutions of higher education.
- Write a letter to the Director of Admissions of an institution in Pakistan or abroad, sharing the name of a teacher who has played an important role in your development.
- Revise and make the final draft.
- Pass it to the next group.

Stage III - As Director of Admissions of the Institution examine and discuss the letter received.

- Draft a reply keeping in mind **expressions of appreciation** in the letter from MIT (Sample letter 10)
- Revise and make the final draft.
- Pin both the letters on the class notice board.

Stage IV The teacher and students of the class read, discuss and evaluate the letters

Sample 11

The Principal
Government College
Gujranwala

Madam

Respectfully, it is stated that I received a note from you to explain that why I got 25 minutes late on 14th Dec, 1993. Madam I have been coming to your office since than, but unfortunately I couldn't reach you due to one reason or the other . So I decided to explain it in words that why I got late.

Madam since 10th Dec, 1993, I am suffering from severe fully and fever and I am on medication. On 13th Dec, 1993 I had severe handable and I had to take medicine at 2. 30 a.m. (14th Dec, 1993).

Due to the sedative effect of the medicine I couldn't get up in the morning at the scheduled time. I make up at 8.20 a.m. and I reported in the office at 8.25 a.m. I couldn't show better performance.

Still I feel sorry for being that late and hope that you will understand my problems.

Yours obediently

Dated: 18th Dec, 1993. **Naila Hussain**
BAI section B.

Common Errors

Activity 20 (group work)

Stage I Examine critically the letter (sample 11) written by a student of a local college.

Locate errors in the following areas:

a. layout (refer to parts of a letter)
b. spelling mistakes
c. grammatical errors
d. phrases which should be avoided
e. repetition of words, phrases and reasons

Stage II Rewrite the letter after correction
- Revise it and make the final draft
- One of the group members will read it out to the rest of the class

Stage III The other groups may suggest further improvement which can then be incorporated.

Section: **Applications to Hostel Administrators / Wardens**

Sample 12

5/1 Shah Jamal
Lahore 54001

8 December 1993

Miss Robinson
Administrator of Hostels
Kinnaird College
LAHORE 54000

Dear Miss Robinson

I am writing to request admission to the Hostel. I am a B.A. 1 student.

My parents have been transferred out of Lahore, and I have no relatives with whom I can stay.

I would be very grateful if you could give me a room.

Yours sincerely

Romana Malik.

Layout

Activity 21

Label the above letter of application.

Comprehension

Activity 22a

Read the letter (sample 13) carefully and answer the following questions. Discuss with your partner after you have finished.

a. Who is Romana writing to?
b. What is the purpose of Romana's letter?
c. What are the reasons she gives to support her request?

Sample 13

93 Jail Road
Lahore 54000
Pakistan
Phone: Head Off: 6662345

9 December 1993

Dear Romana

Thank you for your letter requesting a room in the Hostel. I am sorry to have to tell you that there are no rooms available in the Hostel at the moment for B.A.I students.

If you call in at my office every few days, I will be able to tell you if one should become empty. There are, however, two or three other students before you on the waiting list, so I cannot hold out much hope for you.

Yours sincerely

(Miss M.P. Robinson)

Comprehension

Activity 22b

Romana receives a reply from the Hostel Administrator. Read the reply (sample 13) silently and answer the following questions:

a. What is the purpose of the letter that Romana receives?
b. What reasons are given by Miss Robinson for declining the request.
c. Is Romana asked to follow up her request?
d. Is the reply hopeful ? Give two phrases which indicate the **tone**.

(i) ....
(ii) ....

Vocabulary

Activity 23 (pair work)

Write the meanings of the following words. If you do not know the meanings guess from the context. Compare with your partner and discuss similarities and differences.

a. administrator
b. transferred
c. available
d. waiting list

Building Up Exercises

Activity 24

Complete the following sentences. Do not use phrases or sentences from the text of letters (sample 12 and 13).

a. I am writing to request ____________________
b. I am a ____________________________________
c. ________________________ with whom I can stay.
d. I would be grateful if ______________________
e. Thank you for your letter requesting __________
f. I am sorry to ___________________________

Building up Exercises

Activity 25

Complete the list of reasons requesting admission in a hostel.

a. My parents have been transferred out of Lahore.
b. ____
c. ____
d. ____
e. ____
f. ____

Simulation

Activity 26 (group work)

Divide yourselves into groups of 6-8 students.

Stage I

- Discuss if anyone needs admission in the hostel in the near future. Ask for reasons.
- Find out if anyone is already in a hostel and his or her reason for being in a hostel.
- If there is no hostel in your college, discuss hostels in your area and their suitability.
- Select a reason for admission to a hostel.
- Draft an application for admission to the college hostel (or any other which may be suitable).
- Revise and make the final draft.
  Be sure to correct spelling or grammatical errors and check the layout.
- Pass it to the next group

Stage II

(The groups now assume the **role** of Hostel Administrators or Wardens.)

- Examine the application carefully.
- Since there are limited seats, discuss the **student's need** and decide whether you plan to accept, defer, or reject the application.
- Write the first draft.
- Revise and make the final draft.
- Pin both the application and reply on the classroom noticeboard.

Note!

If a member of the group plans to apply for admission to a Hostel, he / she may post the letter and share the reply with his / her group members.

Stage III

The teacher and students invite their hostel wardens / administrators to look at the display of letters.

Sample 14

65 Tariq Road
Gujrat

8 December 1993

Mr Yaqub Bhatti
Administrator of Hostels
Government College
Gujrat

Dear Mr Bhatti

I enclose a special application from my father for me to attend my sister's wedding. The dates are December 10th - 14th inclusive.

I have not had any other special application this term.

Yours sincerely

Yawar Khan

Sample 15

94 Sultan Road
Gujrat
Pakistan
Tele Hostel Office: 36664

9 December 1993

Mr Yaqub Bhatti
Tariq Road
Gujrat

Dear Mr Yawar

Thank you for your letter requesting leave for your sister's wedding. This request should be given to Mr Rehman who is your warden. I shall pass it on to him and you may go to him to find if leave can be granted.

Yours sincerely

Yaqub Bhatti

Reading and Talking Points

Activity 27 (pair work)

a. Read the letter (sample 14) and discuss with your partner the reasons for leave in Yawar Khan's application.

b. Read the reply (sample 15) and discuss with your partner the suggestion given by the Hostel Administrator regarding his request for leave.

c. Write a reply to Yawar on Mr Rehman's behalf granting or declining him leave. Give reasons. Make a copy for Mr Yaqub Bhatti as well.

Vocabulary

Activity 28

Mr. Yaqub Bhatti in his letter (sample 15) refers the matter to the warden. Do you know the difference between a hostel administrator and a hostel warden ? Discuss with your partner.

Sample 16

I would like to bring to your attention the fact that there is a wasp's nest above my door. I have asked the sweeper to remove it, but he has not done so. I do not like going in and out with wasps flying round my head - nor is it possible to leave the door open without the wasps going into the room. I am afraid that I will be stung soon, if the nest is not removed.

Please could you see that it is removed as soon as possible. Thank you.

Layout

Activity 29

The letter above (sample 16) shows the main body of a letter written by a hostel student to the hostel warden. Fill in the missing address, addressee, opening, salutation, close and your name and particulars.

Sample 17

Thank you for your letter. I am sorry you are having trouble with wasps.

I have passed your letter to the hostel administrator and he will see that the sweeper removes the nest or if he cannot do so, the correct person is called.

Building up Exercises

Activity 30

The letter above (sample 17) shows the main body of the reply written by the hostel warden to the letter (sample 16) written earlier. Fill in the missing address, addressee, opening salutation, close and name and position of the warden.

Project Work

Activity 31

Stage I

- Divide the class into groups of 6-8 students. Read the letter (sample 16) carefully and identify the problem that the hostel student is concerned about.
- Examine and discuss the different problems hostel students may be faced with.
- If there is a hostel student (s) in your group, interview her and discuss some of the problems she may be facing in the hostel.
- In the next two days each member of the group should interview a hostel student (s) noting problems.
- Pool in your reports, examine them and identify a few main problems that the hostel students may be faced with and make notes.

- Write a letter to the hostel administrator with a copy for the hostel wardens informing him/her about these problems, and requesting him/her to take action.
- Pass the letter to the next group.

Note

A copy of the letter may be forwarded to the Hostel Administrator (if you have a hostel in your college) explaining that it is part of the project work done in class and you are hoping for a response from him/her.

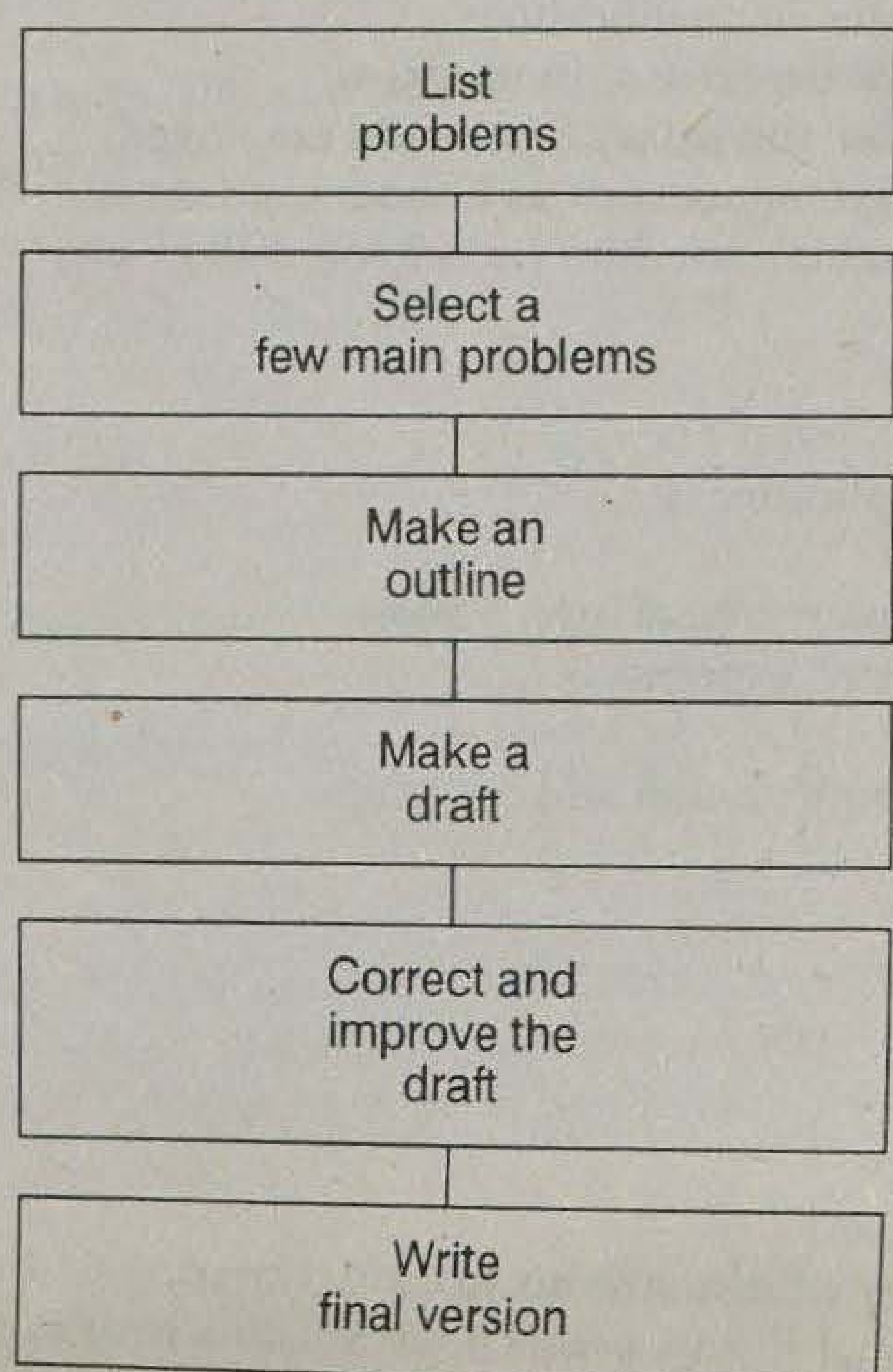
Stage II

(As Hostel Administrators or Wardens)

- examine and discuss the problems the students are facing and request for action to be taken.
- decide what action is suitable in their case .
- make or draft a reply conveying the action you plan to take or not.
- revise and make the final draft .
- share your letters and replies with the teacher and the rest of the students.

Stage III Pin the letters and replies on the class notice board. In case you receive a reply from the Hostel Administrator of your college, pin it up for display as well.

Use the following procedure when doing this activity.



UNIT II B

Applications For Job/Employment

Letters of application are cover letters to accompany your resume. Write a separate letter for every position you want and highlight whatever makes you particularly qualified for that position.

Points To Consider

- plan your letter with care, so it stands out from the rest
- draft it roughly, putting all the relevant facts you can think of
- check that you have included all the essential
- check what you have written, tallies with the details in the advertisement
- write or type your letter neatly, clearly and in accordance with the accepted method of arrangement and spacing
- keep a copy for yourself
- enclose a stamped self addressed envelope if you expect a reply
- make sure the envelope is correctly addressed

It is extremely important that all the following facts should be included in every letter of application in a resume or C.V.

a)
- your full name
- full address
- your age
- whether married or single (and number of children)

b) the position for which you are applying
c) details of your academic qualifications
d) details of your work experience (with dates)
e) give present position and salary (if already employed)
f) mention your achievements such as honours, prizes and distinctions
g) mention extra-curricular activities (in school, college etc)

Lists of Do's

(For planning letters of applications)

- be brief with adequate factual information
- clarity of thought and expression
- frank and polite
- correct grammar, punctuation and spellings.

List of Don'ts

(Employers are put off by)

- all forms of flattery
- all expressions of servility
- glowing references which have no particular bearing on the application
- stereotyped personal histories which are not clearly related to the advertised job specifications

Don't make a sloppy first impression, Don't advertise yourself, Don't overwhelm your prospective employer. Don't dwell on short-comings yours or others. Don't blame others. Don't exaggerate recommendations. Don't be overenthusiastic. Don't be critical.

References

Your prospective employer may ask for the names and addresses of two or more references who will testify to your character and suitability for the post or previous training. These should be teachers or employers who know you well.

Enclose copies of your transcripts (i.e. certificates, diplomas, degrees etc) and testimonials from teachers and previous employers who know you well (Keep the originals yourself. You may need to send copies to several prospective employers)

Note

Some examples of letters of application for employment in this section are intended only as models on which to shape your own letters. Fit your own circumstances on the most suitable of these models. Select your own letters along the basis indicated and then rewrite it to express your own personality.

Building Your Own Letters of Application

There is no trick to landing a job. The steps are easy if you are willing to be realistic, persistent, and confident. Assess your experience, qualifications, and skills realistically. Present them in a well-organized, readable **resume.** Seek out jobs that suit you and pursue them with relentless confidence.

The first opportunity you have to present yourself confidently to a prospective employer is in the letter of application you write to accompany your C.V.

Planning Your Letter

Before you compose a letter of application for a specific job, do three things.

1. Find out as much as you can about the job you are applying for (for example, the exact duties, who supervises the position, and where the position falls in overall company organization).

2. Identify any previous experience or special skill you have that especially qualifies you for the job.
3. Decide what you can do after sending your letter to further your chances of getting an interview.

Use these steps to help you compose your letter.

Beginning (Opening Paragraph)

Begin Simply

The opening to a letter of application is simple. Explain why you are writing. There is nothing else more pertinent to say unless you know someone in the company already or have had previous contact with your reader. In either of these happy cases, let your reader know immediately.

2nd Paragraph

Stressing Special Qualifications

The second paragraph is the crucial one. In it show you are knowledgeable about the job and qualified to handle it. Because your letter of application is a cover letter to your resume, there is no need to include your entire background in the letter itself. Instead, simply draw your reader's attention to the parts of your resume that describe the experience or skills that especially qualify you for the job. If your significant experience of skills will be unfamiliar to your reader, explain them briefly.

Closing

Closing with Confidence

Set yourself apart from the many other people who have also applied for the job you want. Prove your serious interest and confidence by taking the initiative. Close your letter by politely stating your next move.

Building Your Own Resume or C.V.

A resume is a profile of your working life. Make that profile as organized, readable, and attractive as possible.

Four elements belong in every resume: your address and telephone numbers, a summary of your work experience, a summary of your education and an indication of how your reader can get your references. Other optional elements include a statement of your career objective, a list of your attributes, and a list of professional membership, awards, or honors.

The Essentials

Every prospective employer wants to know how to reach you, how you've spent your working years, what your educational background is, and what your former employers have thought of you. If any one of these essential pieces of information is missing, you will be asked to furnish it.

Addresses and Telephone Numbers

Make your mailing address and telephone numbers clear and complete. If you are using a temporary address, include your permanent one as well. If you can be reached at more than one number, list them all and label them "business" or "home."

Experience

Experience is the meat of your resume. Present it in the best light possible.

If you have held a series of related jobs requiring skills and responsibilities similar to the job you want now, organize those jobs chronologically, beginning with your most recent position. If your jobs have been varied and not necessarily related to your present job search and choose a different organization. Stress the skills you have acquired instead of specific jobs.

When you are planning your resume, carefully analyze the jobs you have held to identify the skills you have acquired.

Education

Prospective employers are also interested in your education and won't be satisfied until they see it clearly outlined.

If you have little work experience, your educational record is the best indication of your qualifications, and you should include a college transcript with your resume. If you have several years work experience, your transcript probably isn't necessary. But always list your degrees and the institutions from which you received them on your resume.

If you have not attended or not yet graduated from college, list your high school achievements and results with dates. Also list any courses you have taken since that date or any full term of college you have completed. As with work experience, be as straightforward as you can about your educational record.

References

A list of references or an indication of where they can be found is your way of verifying everything you have outlined in your resume. There are several ways of offering references to your reader. You can list the names, titles, and addresses of several people who can attest to your professional skills. If you have letters of recommendation on file with a placement service, give that service's name and address. You can also simply state that your references are available on request.

The references that you list or make available should be from former employers or anyone who has first hand knowledge of your work or most recent educational endeavors. Prospective employers are not interested in glowing testimonials from doting relatives or favorite grammar school teachers!

Optional Additions

Career Objective

A simple statement of your career goal is a good way to indicate the seriousness of your aspirations. Just make sure that your goal is appropriate to the job you are seeking and realistic in terms of your education, experience, and skills.

Professional Memberships, Awards, or Honors

List your extra curricular or professional associations and accomplishments as an indication of the time, energy, and excellence you give your work.

Letter Of Application

Suggestions

Applying to a General Advertisement

I am interested in the opening for an administrative assistant you have advertised in the **Dawn**.

Explain why you are writing

My resume indicates the background I can bring to your company, particularly the experience I gained as secretary and word processing assistant at L.K. a bottle and container plant in Malir Karachi

Stress Your significant experience.

On Monday, July 11, I will call the Personnel Office to inquire about an interview.

Indicate your next move.

Applying for a New Job within Your Present Company

If there is no standard procedure already established for job changes within your company, try the following memo.

I am applying for the position of administrative assistant to Ms. Hyder.

Explain why you are writing.

I am currently employed as supervisor of the word processing division of Administrative Services. I have held this position since June, 1979, when I was promoted from head of the typing pool. I feel my current position has prepared me for the administrative assistant position in the following ways:

Outline your history with the company.

1. I have gained an overall understanding of the operation of the company.

Highlight significant experience.

2. I am familiar with the various kinds of correspondence, inter office forms and procedures, and administrative duties of the executive offices.

3. I have attended the last three board of directors meetings as recording secretary and assistant coordinator.

I have asked the Personnel Office to forward my file to your office. It includes my college transcripts, my current resume, and all job performance appraisals since I was hired in 1977.

Explain what you have done to aid the process.

I will contact your office on Thursday, March 16, to see if there is anything further I can give you and to schedule an interview.

Indicate you next move.

General Follow-Up Letter

Follow-up letters are important for two reasons. They indicate your continued, serious interest, and they give you the opportunity to do something other than wait and worry during the selection process!

I applied for your opening for a production line foreman on July 21.

Give your date of application

Can you tell me the status of my application and anything further I can do to aid your selection process? I can be reached at 515-9292 using working hours and wish my application to you be kept confidential.

Make a polite inquiry and a request for confidentiality.

I look forward to hearing from you and appreciate your consideration of my application.

Close with appreciatation

Follow-Up to an Interview

If you have been interviewed, your follow-up serves double duty as an inquiry and a thank you. It should be addressed to the person who conducted the interview.

Thank you for the opportunity to talk with you last Friday, May 23, about the position of production line foreman. I enjoyed learning more about Yaqub, Inc., and the position. I hope I was able to give you a good idea of my qualifications and interest in your company.

Thank your reader.

Reinforce your interest

If there is anything further I can do to aid your selection process, please let me know.

Offer further information

I look forward to hearing from you again and learning the status of my application.

Express anticipation

Final Checklist

For a letter of application...

☐ Have I explained why I am writing?______________

☐ Have I stressed the qualifications I have that specifically suit the job? ______________________________

☐ Have I closed with a polite statement of my next move?

If I have a contact or previous association with my reader,

☐ have I mentioned my contact or association immediately?

For a resume...

☐ Have I given my telephone number and address?

☐ Have I presented my experience in its best light?

(adapted from Sharp: 1984)

Reading: Evaluation

Activity I

In pairs, read this letter. Do you think the writer will get the job? Why?

> **Sample 1**
>
> To Messrs.
>
> Dear Dr. Abdul Rahim I see by your advert that you require a junior Clerk that is quick at figures. You say you would prefer one just left School, well I have just left School so perhaps I would do'. I was 3rd in my class for Maths and Top for Algebra, but perhaps you would not require any Algebra? I was fairly good at most subjects except English grammar and competition, so perhaps you will let me know? I am interested in Motor Engineering and I am sure you would find me just right for the job.
>
> Yours truly
>
> **J. Rahim**

Revision

Activity 2

What kind of letters do employers like to receive? Tick the boxes.

☐ correctly spelled	☐ detailing your failures
☐ containing your life history	☐ detailing relevant experience
☐ friendly	☐ long and chatty
☐ detailing your qualifications	☐ short and to the point

Reading: Evaluation

Activity 3 (pair work)

1. Now note down what you think is right and what is wrong with Rahim's letter.
2. Rewrite the letter correcting both grammar, spellings, punctuation as well as the content.

Letter of application

Here is an example of a letter of application. Notice how it is laid out.

Sample 2

59 Iqbal Street] 1
Rawalpindi

12th Feb. 1987] 2

3 [The Editor
The Friday Times
Mall Road
Lahore

4 [Dear Sir or Madam

5 [I would like to apply for the post of trainee reporter which was advertised in yesterday's edition of **The Friday Times.**

6 [I am nineteen years old and will be leaving college at the end of this academic year. I have a first division in FA and I am studying English and Economics in BA.

7a [I have been involved in the production of my college news letter for the last two years and I have a keen interest in local affairs. I am also a member of the football and athletics teams.

7b [I enclose the numbers and addresses of two referees who can testify to my conduct and character.

8 [I could come for an interview at any time which is convenient to you.

9 [Yours faithfully

10 [**Ali Mohsin**

Layout : Revision

1. **Your address.**

2. One blank line in between.
   The date - this is the preferred order. It is better not put the month as a number, e.g. 12.2.88 - as this can be confusing.

3. The name and **addressee** of the person to whom you are writing.

4. One blank line.
   Salutation (most forms of salutation start with Dear....)

Other possibilities are:
Dear Sirs (you know there are several people)
Who are you writing to when you start with:
Dear Madam..
Dear Sir...

5. **Introduction.**
With reference to your advertisement in... for ...
I am writing in reply to your advertisement...
I am applying for the position of ... as advertised in
I wish to apply for the post of ...

6. **Explain why you are applying.**
Here the applicant is informing the editor how his qualifications match those required. He could have used some kind of formula to introduce his explanation, such as:
I feel that my qualifications match your requirements...
My qualifications are as follows....
I feel I would be suitable for this post because...
I wish to gain experience of...
Having already worked as... for (time) I wish to extend my experience. Feel I could be useful to you...

7a. **Give further details.**
The details given here may have been asked for in the advertisement. An employer may want to know if a school-leaver has held any positions of responsibility. Or the applicant may feel they are of interest to the employer. But you should not spend too much time on such details.

7b. Please find enclosed. I enclose...
..... the names and addresses of....**referees**
..... my curriculum vitae/CV (personal data sheet).

8. Make some **reference** to hearing from the employer.
I could come for an interview at any time which would suit you am available for interview...
should be glad to attend an interview...
I look forward to hearing from you...

9. The **close.**
This is usually Yours faithfully, where the salutation is Dear/ Sir, etc.
Yours sincerely, is used with a salutation such as
Dear Mr Brown, / Dear Mrs Jones,
Yours respectfully, should be avoided in modern British usage.

10. The **signature.**
Sign in your usual 'formal' way - e.g. as on your identity card or on cheques. It is advisable to print your name afterwards as people's signatures are often illegible.

Note that a letter of application should always look neat. Well typed letters look good, but some employers specify handwritten letters.

Sample 3

93 Jail Road
Lahore

14 December 1993

The Manager
Sitara Textiles
Faisalabad

Dear Sir or Madam

I saw your advertisement in the local newspaper **The News** for a textile designer. I would like to apply for the job as a trainee designer.

I am twenty two years old and will be graduating from the National College of Arts in a month's time. I have studied Design and the History of Art for four years. I received a distinction in my third year and hope to get another in my final thesis paper.

I enclose my curriculum vitae, the names and addresses of two referees who can testify to my conduct and character.

I could come for an interview at any time which is convenient to you.

Yours faithfully,

Shukat Ansari

Layout

Activity 4

Label the letter (sample 3) according to the example of a letter of application (sample 2) along with the layout.

Vocabulary

Activity 5 (pair work)

Discuss with your partner the meanings of the following words. Infer the meaning of unfamiliar words from the context.

advertisement
designer
trainee
graduating
distinction
qualifications
appointment
curriculum vitae (C.V)
referees
testify
interview
personal
salary
vacancy
employment

Building Up Exercises

Activity 6

Complete the following sentences. Do not use phases or sentences from the text of the sample letters.

a) I saw your advertisement in.......................
b) I would like to apply for ....
c) I have studied.......................
d) I received a.......................
e) I enclose my.......................
f) I could come for.......................

Building up Exercises

Activity 7

Read the following letter of application and replace the underlined sentences with more appropriate ones.

Sample 4

4-Ghazi Road
Lahore

13th February 1987

Asad and Sami Ltd.
5 Ferozepur Road
Lahore

Dear Mr Asad and Mr Sami

I saw your advertisement for the post of personal secretary in yesterday's **Morning News** and would like to be examined for the post.

I am 22, and since I left school six years ago I have worked in three different places, first as a Junior clerk on general office duties and then as a shorthand typist for three years. For the last year, I have been taking an intensive secretarial training course in commercial practice. I feel that I just correspond to the type of person you are looking for. You will find in this letter a full list of details about my education and experience.

I shall be glad to send you the name of two people who know me well and who could give out their own impressions about my work. I should be glad to come and see you whenever you feel like it.

Yours sincerely

(Mrs) Samina Rashid

Revision

Activity 8

When you write a letter of application for a job, you should include the information that the employer needs.

(i) Look at this list, and put a tick against the important information:

1. age
2. married or single
3. address
4. parents' job(s)
5. height
6. name
7. qualifications for this job
8. hobbies
9. male or female
10. what job you want
11. name of school
12. likes and dislikes
13. number of brothers and sisters
14. colour of eyes and hair
15. education
16. past or present job(s)
17. names of one or two people who can recommend you
18. why you want this job

ii) Arrange the items you have ticked in logical groups, such as **personal details, education,** etc.

Activity 9 (adapted from Rimmer and Scott: 1983)

One day there was an advertisement in the Ruwais newspaper.

RUWAIS OIL REFINERY

Accounts Clerk Needed.

We are looking for a young clerk with the following qualifications:

1. Nine years, or more, of school education.
2. Two years, or more, of business training. More training will be given

Write to: The Personnel Manager
Ruwais Oil refinery
P.O. Box 30999

Rashid Muhsin and Mubarak Hassan saw the advertisement and decided to write to the Personnel Manager. They each typed a letter and posted it to the refinery.

Sample 5

Flat No. 48
Kabrit Street
Ruwais

1st November 1982

The Personnel Manager
Ruwais Oil Refinery
P.O Box 30999
Ruwais

Dear Sir

I have seen your advertisement in the newspapers for a young accounts clerk. I would like to work in the office of Ruwais oil refinery.

I did nine years of education at Mutanabi School, near Ruwais and then I joined the Ruwais Training Centre. I have studied commerce at the centre and I have completed three years there. I can type in English and in Arabic. I understand filing and I can do accounts. I did well in the final examinations at the centre. I got one month's work experience at Al Bualy Furniture Factory in Ruwais and I liked it very much.

I am eighteen years old. My date of birth is 22nd October 1964. I am interested in reading, music and sports .

Yours faithfully

Rashid Muhsin

Sample 6

248 Huam Street
Ruwais

2nd November 1982

The Personnel Manager
Ruwais Oil Refinery
P.O. Box 30999
Dear Sir

I have read your advertisement in the newspapers for a young accounts clerk and I want to be an accounts clerk in your office.

I went to Ahmed bin Majid School in Ruwais for nine years before I joined the Ruwais Training Centre, where I have studied commerce for three years. I have had one month's work experience at Habib Car Sales company. I am very interested in advertising.

I like football and television, I watch television nearly every evening. In July I saw a lot of the World Cup matches.

Yours faithfully

Mubarak Hassan

Comprehension

Read the two letters (sample 5 or 6) and answer the following questions:

Questions

1. Where did Mubarak and Rashid get their school education?
2. Where did they get their work experience?
3. How old is Rashid and how old is Mubarak?
4. Where did they get their business training?
5. Which is the better letter of application? Why?

Reading : Evaluation

Activity 10 (pair work)

Note and discuss with your partners the shortcomings of Mubarak's letter (sample 6).

Activity 11 (oral work)

Mr Rashid is called for an interview by Mr Hussein the Personnel Manager. You are Mr Hussein and your friend is Mr Rashid. Ask and answer questions. Next you are Mr Rashid and your friend is Mr Hussein.

Language

Activity 12

Write ten sentences from this table:

The secretary	received wrote sent	a letter a memo	regarding	an application a specification a quotation an advertisement a catalogue

Simulation Activity 13 (group work)

Stage I Applying for a job

1. Look for advertisements in newspapers and magazines.
2. Read the advertisement carefully.
3. Write a good letter of application.
4. Sign your letter clearly.
5. The application is passed to the next group.

Stage II The Interview

The group then reads the application and as their prospective employers interview them.

1. Arrive at the office early, Do not be late.
2. Speak clearly and be polite.
3. The interviewer wants to hear your speak, so answer all the questions.

Activity 14

Personnel management

The people employed by a company are called the personnel. Filing clerks, typists, production managers, buyers, drivers, storemen, salesmen, supervisor, designers, advertising managers they are all personnel.

A big business usually has a Personnel Manager. The Personnel Manager advertises vacancies in the business. He receives letters of application and selects the best applicants to come for interview. He interviews them and chooses the best applicant for the job.

On the 15th November 1982 Mr Hussein the Personnel Manager àt the oil refinery in Ruwais, sent this letter to Rashid Muhsin.

Sample 7

Ref. APPT/82/ACC/7

Ruwais Oil Refinery
P.O. Box 30999
Ruwais
Tel: 550535

Mr Rashid Muhsin
Flat No. 48
Kabrit Street
Ruwais

15th November 1982

Dear Sir

I am very pleased to tell you that your application for work in Ruwais Oil Refinery as an Accounts Clerk has been successful.

Your appointment will date from 30th November 1982. Office hours are from 07.00 to 14.00 every day except Friday.

In your first year your salary will be 220 rials per month and you will receive three weeks holiday.

If you do not want to accept this appointment on these terms, will your please telephone me, or write to me, immediately.

Yours sincerely

Hussein Mahammad
Personnel manager

Comprehension

Questions

1. What is the date of the letter of appointment?
2. What is its reference number?
3. When will the job start from?
4. What salary will Rashid receive in his first year?
5. What must Rashid do if he doesn't want to accept the appointment?

Note: (Language)

In a formal letter you would not include short forms e.g. couldn't, exclamation marks, brackets, dashes, or omit the recipient's address, expressions such as 'well', and so on, or signing with your first name (abbreviated), or writing 'Yours' at the end, should also be avoided.

A singular form of the verb is used if you are thinking of the organization as a unit, a plural form when you are thinking about the people in the organization.

For examples:
The committee was set up to study the problem.
(the organization itself)
The committee were given sandwiches for lunch.
(the people on the committee)
In many cases either a singular or plural verb can be used.
Cf: team, crew, government.

Listening

Activity 15 (pair work)

Ask your partner questions about his/her personal background, educational qualifications with experiences and his/her referees and fill in the applicants form (sample 8) as a candidate for a job.

Sample 8

AFFIX
PHOTO
HERE

APPLICATION FOR EMPLOYMENT
CONFIDENTIAL
Fill in BLOCK LETTERS
Position applied for ______
Personal details______
Full name ______
Address______
______
Tel:______
Date of birth______ Place of birth______
Nationality______ National Identity Card No.______

Education (give dates)

Secondary______
Further______
______
Exams/diplomas obtained______

Previous employment (give dates)______
______
______

Other experience (give details of any special personal interests which you think may be relevant to your application)
______
______

References

Please give names of two referees (NOT a member of your family)

Professional ______
______
Personal______
______
Date______ Signature______

Reverse roles and let your partner fill in a copy of this CV (sample 9) for you as you talk about your personal details, education, work experience, and referees.

CURRICULUM VITAE

Sample 9

(Please write in block capitals)

Surname................................ **Address**...
First name(s)........................ ....
D.o.b.................................... ....
Marital status........................ ....
Children .... **Tel No**...

Education and further studies

Dates	Schools/colleges (name and address)	Qualifications

Experience

Dates	Place of work (with address)	job	pay

1. Name and addresses of three referees
2. ______________________
3. ______________________

Note: * D.o.b stands for date of birth

The Covering Letter

The covering letter, quite often handwritten, should:

1. refer to the advertisement
2. give a brief summary of your experience, referring especially to experience which will be useful in the new job.
3. say why you are leaving your old job/why the new job attracts you.

Look at the letter (sample 10) which Ayesha Haider wrote.

Sample 10

Montgomery Road
Gujrat

10th Aug 1993

L & V Abdullah Ltd.
124 Davies Road
Lahore

Dear Sir

I have seen your advertisement in today's **News** and I would like to apply for the post of Personal Assistant.

As you can see from the enclosed curriculum vitae, I have had several years' experience in different offices. In both my last jobs the organizational side was very important and there was a lot of work using the computer.

However, I would now prefer a post where I can use my knowledge of French and where my interest in art might be useful.

I hope you will consider my application and look forward to hearing from you.

Yours faithfully

Ayesha Haider
Enc. Curriculum Vitae

Building up the letter

Activity 16

This section develops the three important points of the covering letter.

A. Refer to the advertisement

If there are several posts advertised you must say which one you are applying for.

With reference to			I would like to apply		the post of	Personal Assistant
I have seen the post of	your advertisement in the.........	and	I am interested in applying	for		Secretary to the Sales Manager

Write a sentence like this.

____

____

B. Summarize your experience

As you can see from the enclosed CV I have had	one year long many years	experience in	different fields banking insurance legal work etc the hotel business industry	In my last jobs positions In all my jobs In my present job

The administrative The organizational The secretarial The artistic The public relations The financial	side aspect	was is	extremely very	important and I	worked a lot with computers. ran the office independently. learnt to work under pressure. managed the bookkeeping

Write two sentences

____

____

____

____

____

____

____

____

____

Why the new job interests you

				offering more responsibility more chances of promotion	
However, although	I like I am happy in I am satisfied with	my present job, position,	I would now prefer a post I am now looking for a post	where I can use my	administration knowledge of languages, financial knowledge, legal knowledge

Write two sentences

____

____

____

____

Activity 17

Free writing (pair work)

Now look at the advertisements and choose a job. Write the covering letter that you would send with your CV.

Remember to do the following:

Choose one advertisement

2) Discuss with your partner, qualification, experience and personal history needed for the job. Infact make a list.

3) Match the requirements for the job with your C.V. that you have prepared.

4) Match the covering letter to your C.V.

W-A-N-T-E-D

Following Vacancies Exist at The Karachi Marriott Hotel:

ASSISTANT F & B MANAGER
OUTLET MANAGER
CHIEF STEWARD
OFFICE SECRETARY

Interested applicants may kindly send in their applications, with 2 passport-size recent photographs, to the Manager-Administration, G.P.O. Box 10444, Karachi, within 7 days, stating complete particulars of their qualifications, experience, age etc.

Chief Accountant

A multinational organisation requires the services of a Chief Accountant. The position is of a senior management level and the incumbent will be reporting directly to the top management.

- The candidate must be a C.A with 2 years post-qualification experience or A.C.M.A. with 7 years post-qualification experience in a managerial position in Industrial / Commercial environment. Exposure to Computerised Accounting Systems & Management Information Systems is essential.
- The post carries attractive emoluments and fringe benefits including company maintained car.
- Please apply in full confidence with career details, a recent photograph and contact telephone number, by December 1991 to Box No. 34716 c/o Dawn Karachi.

WANTED

SYSTEMS ANALYSTS

JAFFER CONSULTING has been established to meet the growing needs for QUALITY SOFTWARE DEVELOPMENT and CONSULTING SERVICES in the area of Business Process Re-engineering and Information Architecture Planning. A major objective is to contribute to the growth of our national economy through export of Software Services.

We are looking for outstanding **SYSTEMS ANALYSTS** and **ASSISTANT SYSTEMS ANALYSTS** with a minimum of eight and three years of experience respectively to join our teams based in Lahore, Karachi and Islamabad.

Besides offering a competitive salary package and excellent working environment, we invest in your continuous development and training, both local and foreign, in collaboration with DIGITAL EQUIPMENT CORPORATION.

This is to ensure that you maintain the highest level of professional excellence at all times and are able to meet the most stringent demands of our customers.

Please send your resume along with a recent photograph

Manager Jaffer Consulting
Jaffer Brothers (Private) Limited
25-Sherpao Bridge Colony, Abid Majeed Road, Lahore

JOB OPPORTUNITY

PHILIPS

Philips Electrical Industries of Pakistan Limited, a multinational company with a wide manufacturing and marketing base in Pakistan has a vacancy for the post of **Deputy Manager LIDAC** in its Light Department:

The candidate we are looking for must be aggressive, self-motivated and full of drive and enthusiasm.

Details of the Position are as under :-

Position	**Deputy Manager LI DAC** (Lighting Design)
Qualification:	Graduate (B.E. Electrical)
Age:	Between 28 to 35 years
Experience:	Minimum 5 years Additional Experience in other fields such as Sales and Marketing etc. will be given special consideration.

Applications not conforming to the above requirements will not be acknowledged.

Please apply in confidence, with a recent passport size photograph, latest by January 10, 1994, to:

The Personnel Manager,
Philips Electrical Industries of Pakistan Ltd.
P.O. Box 7.01. Karachi.

PROJECT PERSONNEL

A progressive group of companies located at SITE, Karachi having new projects in hand require the services of the following:-

1. **Construction Manager** – who should be a B.E. (Civil) with 8-10 years experience of working with consultants and contractors at Industrial Project according to pre-set target.
2. **Quantity Engineer** (Civil cum Mechanical)– who should be preferably B.E. (Civil) with 8-10 years experience of rate estimation, rate analysis and exposure to working on computer or a Diploma holder with extensive experience in the required field.
3. **SITE Engineer**– who should be a Diploma Holder (Civil) with 8-10 years experience of schedule/target, drawing, levelling and Theodolite instruments who can handle the job independently.
4. **Draughtsman**– who should have completed Certificate Course for Civil and Mechanical Draughtsman, with 8-10 years experience in preparing airconditioning, plumbing electrical and machine, layout work and drawings with consultants.

We offer excellent salary package including Company maintained transport with bright growth prospects. Applications accompanied with full biodata and a recent photograph must reach by 7-1-1994 to **P.O. Box 640, Karachi.**

R E Q U I R E D

EXECUTIVE SECRETARY

(Male / Female)

A large and reputable industrial organisation operating in the fields of food products manufacturing and textile spinning requires a qualified and efficient secretary for the Director.

The candidate should have :

- **5-7 years secretarial experience in some good organisation.**
- **A good command of the English Language**
- **Shorthand and Typing speed of 80/40 Words per minute respectively**

Age not more than 35 years. Good remuneration and benefits for a really capable person.

Please send your application stating complete details alongwith photocopies of testimonials and a recent passport size photograph to :

Post Office Box No. 5518, Karachi-74000

CAREER OPPORTUNITIES

COUNTRY GENERAL MANAGER / ASSISTANT VICE PRESIDENT
(Based at ISLAMABAD)

- Must be a Graduate Engineer in Automobiles.
- Must have minimum 5 years management/marketing experience in responsible position in a reputable automobile and/or construction equipment company.
- Should preferably also be an MBA in marketing.

COUNTRY MANAGER, PARTS
(Based at LAHORE)

- Must be a Graduate Engineer in Automobiles.
- Must hav? minimum 5 years experience in Management and Marketing of Spare Parts of any world-renowned automobile/construction equipment manufacturer.
- Must possess deep knowledge and experience in inventory control, forecasting, and marketing of Spare Parts.

Candidates should be hard working, efficient, and responsible individuals, and should be below 50 years in age.

In their applications, the candidates should clearly mention the DESIGNATION of the position they are applying for.

Applicants should apply with Resume/CV, References, and one recent passport size photograph to:

ATT: Vice President, Finance & Administration
Swedish Motors (Pvt) Ltd
P.O Box 2125, Lahore 54000, Pakistan

Fax: (92) (42) 758 0027

DYNAPAC VOLVO

Language

Activity 18

This is the letter of application (sample 11) written for the job of receptionist. Decide which verb in this list goes in which space in the letter.

apply - can - enclose - gave - go - growing - had - hearing - left - like - look - see - saw - use - worked - would

Sample 11

13 Queen's Road
Lahore

27 November 1981

Mr Fahim
Box 6390
Nation
Ferozepur Road
Lahore

Dear Ms Fahim

I ...... your advertisement in the Nation and I would .... to ...... for the job of receptionist. I ..... a full curriculum vitae. As you can ...... I... as a receptionist before I .... I can .... a PMBX switchboard and I .... type.

Mr Khurshid Shahid .... me a very good reference when I ...... my job. Now my two children are .... up and I .... forward to .... from you.

Yours sincerely

(Mrs) Shahida Haider

Activity 19

Building Up Exercise

Here is a letter from Ali (sample 12). It is an application for a job. The advertisement for the job is on the next page.

Compare the letter and the advertisement.
Then look at the three paragraphs a), b), c) under the letter.
Which paragraph completes the letter best?

Sample 12

21 Montgomery Road
Faisalabad

The Personnel Manager
Sunspot Travel Ltd.
Drigh Road
Karachi

22nd March

Dear Sir

1. I read with interest your advertisement for a Marketing Manager and I wish to apply for this post.

2. I enclose a C.V. and two references.

3. I am at present the Assistant Sales Manager of **Travel Fast.** I have seven years experience in the travel industry.

4. ______________
____
____

5. I look forward to hearing from you.

Yours sincerely

SUNSPOT

Marketing Manager

We are a small but fast-growing travel organisation. We are looking for a well-qualified, experienced head of our marketing operations. He/she must be 28–35, with a knowledge of foreign languages, and willing to travel on business.

Please send c.v. with 2 references to:

Personnel Manager,
Sunspot Travel.

(a) I have a degree in Business Studies, I speak French and Spanish and I enjoy travelling. In other words, I am exactly the right man for you.

(b) I hope that my qualifications and experience can be of use to you. I am ready to work hard to help your development.

(c) Unfortunately, the head of my department is a difficult person and does not like me, please give me the opportunity to leave **Travel Fast.**

Note

The four paragraphs of the letter are as follow.

(i) Why are you writing?

(ii) What are you enclosing?

(iii) What { are you doing now? / did you do before?

(iv) Why are you (think) the right person?

(v) I look forward to......)

Revision

Activity 20

Complete the following form for EFU (sample 13)

Sample 13

APPLICATION FORM

Statement of academic record and other relevant experience.
Personal Details (Block Letters)

Surname	Other names in full	Title (Mr/Mrs/Ms etc)

Permanent postal address

Present address (until....)

Date of birth

Date	Month	Year

Sex

Marital Status

Places of Education

From	To

Names and full addresses of two personal referees

Further experience details of outside interests etc.

E F U LIFE ASSURANCE LTD

JOIN EFU AND BUILD A BRIGHT FUTURE FOR YOURSELF WITH A HANDSOME INCOME

LIFE

As part of our programme to introduce an innovative range of products, we want Sales Representatives who are committed to success and willing to learn.

We offer a salary plus production-related commission and other benefits.

Please send your resume along with a recent passport size photograph to the following address. Every application shall be acknowledged, although it may take a little time.

Syed Ali Raza Zaidi
Head, Group & Pension Business

E F U LIFE ASSURANCE LTD.

2A/1, Shara e Alwan-e-Tijarat, (Race Course Road), P.O. Box 2003, Lahore-54000.

Simulation

Activity 21

Divide yourselves into groups of 6 - 8 students.

1. Choose one advertisement
2. Discuss with your partner qualification, experience and personal history needed for the job and make a list.
3. Match the requirement for the job with your C.V. that you have prepared.
4. Prepare the covering letter with your C.V.

Note Taking

The class is working in groups.

Stage I

(i) Imagine you are the employer who has received the application and that you want to interview the applicant. Make brief notes of:

(a) the questions you will ask, and
(b) what points you will look for, e.g. pleasant behaviour, friendly smile, tidy appearance, etc.

(ii) Choose one student in the group to be the applicant at the interview. Tell the **applicant** how to behave and what to say.
(iii) Another student from the group takes the part of the **employer** and uses his questions to interview the applicant.

Each group in turn holds the interview in front of the other groups who take notes about the employer's questions and the applicant's responses to complete the interview form (sample 14)

Sample 14

Position applied for:
Reference:

Photo

Name: Age:

Sex: Marital Status:

Qualifications:

Previous experience:

Reasons For Application:

Attitude To Work Knowledge of Job:

Interests:

Impressions Of Personality: Physical Appearance:

Stage II

Decision Making

At the end of the interview the group members examine the above interview form critically and decide on the suitability of the candidate.

Stage III

Planned free writing

Using your notes from the interview write a **report** about the interview, say why the company should (or should not) give the job to the applicant. The report is for the Director, who was not present at the interview, so you must tell him what the questions were, what the applicant said, and what impression the applicant gave. Arrange your report in a clear, logical way.

This is followed by a **debriefing** session in which the English teacher discusses the simulation. She/he focusses on both the group process as well as the reports.

Reading : Evaluation

Activity 22 (pair work)

Jamila wants to become a nurse. She intends to write to a training hospital. Look at these three letters (Sample 15, 16, 17) and decide which one is best. Discuss your reasons, and suggest improvements if you can.

Sample 15

10 Iqbal Road
Sahiwal

14 February 1994

The Medical Superintendent
Umar Hospital
Jail Road
Lahore

Sir/Madam

I would like to apply for a student nurse training job to start in August, 1994.

I am seventeen years old and am studying for my final exams in biology, chemistry, and geography.

I would be grateful if you could send me information and application forms.

Yours faithfully

Jamila Ahmed

Sample 16

10 Iqbal Road
Sahiwal

14 February 1994

The Medical Superintendent
Umar Hospital
Jail Road
Lahore.

Dear Mr. Umar

My name is Jamila Ahmed, and I want to become a nurse. I am seventeen years old and go to Model Town Comprehensive School. Please send me some forms.

Yours sincerely

Jamila Ahmed

Sample 17

10 Iqbal Road
Sahiwal

14 February 1994

The Medical Superintendent
Umar Hospital
Jail Road
Lahore

Dear Sir/Madam

I am interested in working in a hospital with sick people. I always watch hospital programmes on TV. My mother is a nurse and I would like to become one as well.

Yours faithfully

Jamila

(free writing)

Activity 23

You are applying for a job where personality and ability to deal with people are more important than qualifications like public relations officer (P.R.O.) What would you write about ?

or

An employer has asked you to write about the kind of work you most enjoy doing. (You may choose to write about a school subject you have enjoyed studying if you wish).

Free Writing

Activity 24

See the two government advertisements on the next page by Sindh Public Service Commission and Hamdard College of Medicine. Write a letter of application along with C.V. to any one of them.

Activity 25

Marium applies for the post of lady secretary to Managing Director, Pakistan Kuwait Co. and attaches her C.V. Read the letter of application and C.V. carefully (sample 18). Now apply for any one of the posts advertised.

Sample 18

147 Gulzar Road
Gulberg III
Lahore

31st July 1993

Managing Director
Pakistan Kuwait Investment Co.
Finance and Trade Centre
Shahrah-e-Faisal
Karachi 74400

Dear Sir/Madam

Subject: Application For Post Of Lady Secretary

I am writing in reference to your advertisement for the post of lady secretary in the **Dawn** newspaper dated July 30th, 1993. I wish to apply for this post.

I graduated with honours in Computers Sciences From N.C.C.S., Lahore in 1987. Soon thereafter, I began working as an Assistant Secretary to Manager Finance I.C.I. In 1989, I was promoted to the post of Secretary. I was selected from amongst 500 employers of I.C.I. to attend a course in Secretarial Management in Leeds University, U.K and returned in 1991 with a distinction in my course. I have been working with I.C.I since then.

However since my family is moving to Karachi. I would like to apply for a similar position in K.P. I am confident that you will find me competent and hard working.

Hoping to hear form you soon.

Yours faithfully

Marium Naveed

Enc. C.V.

HAMDARD COLLEGE OF MEDICINE

Applications are invited from individuals (Male/Female) for the position of :

A) PROFESSORS

B) ASSOCIATE PROFESSORS

C) ASSISTANT PROFESSORS

D) LECTURERS

E) DEMONSTRATORS

to impart education and training in the following disciplines :

1) ANATOMY
2) HISTOLOGY
3) PHYSIOLOGY
4) BIOCHEMISTRY
5) COMMUNITY MEDICINE

Candidates possessing the following qualifications and experience are eligible to apply:

1) **PROFESSORS :**
M.B.B.S. or equivalent medical qualification recognised by the P.M. & D.C.
D.Sc., Ph.D., F.C.P.S., M.S., M.D., M.Phil. (Pak.) (in respective basic subjects) or equivalent.
Three years teaching experience as an Associate Professor in the respective subject provided that the total experience as Assistant Professor and Associate Professor shall not be less than eight years teaching experience as an assistant professor in the respective subject. At least two research papers in three years be published in a standard medical journal before promotion as Professor.

2) **ASSOCIATE PROFESSORS :**
M.B.B.S. or equivalent medical qualification registered by P.M. & D.C.
Same as indicated against Assistant Professor.
Five years teaching experience as an Assistant Professor in the relevant subject.
At least three research papers in five years be published in a standard medical journal.

3) **ASSISTANT PROFESSORS :**
M.B.B.S. or equivalent medical qualification registered by P.M.& D.C.
Postgraduate Minor Diplomas in respective subject recognised/registered by the P.M.&D.C.
Three years teaching experience as Lecturer before or after the Postgraduate qualification is essential.
Credit should be given to the original published research work in a standard medical journal.

4) **LECTURERS :**
M.B.B.S. or equivalent medical qualification registered by P.M. & D.C.

5) **DEMONSTRATORS :**
M.B.B.S. or equivalent medical qualification registered by P.M. & D.C.

The jobs offer research oriented academic environment with tremendous scope of growth and challenging assignments in various fields of medical knowledge. Salary package will be commensurable in the light of University Statutes. Applications with complete curriculum vitae and list of publications must reach the undersigned on or before January 15th 1995

The Registrar
HAMDARD UNIVERSITY
Madinat al-Hikmat
Muhammad Bin Qasim Avenue,
Bund Murad Khan, Karachi-74700, Pakistan.

PUBLIC SERVICE COMMISSION

THANDI SARAK HYDERABAD

ADVERTISEMENT NO. 10/RB-I/93 — HYDERABAD DATED: 3.11.1994

Applications are invited for recruitment to a permanent post of Director Sports in Culture & Tourism Department, Government of Sindh.

Sr. No.	Designation of the Post, BPS Gender and Age	No. of Post with allocation RURAL + URBAN = T	Minimum Qualification and Experience
1.	Director Sports BPS-20 (Both male and female) Min. 35 Max. 45	01+00=01	i. Graduate at least in 2nd division from any recognised university. ii. At least ten years experience in administering and planning of sports particularly of organising, conducting provincial / national / international level sports. Such experience certificate shall be signed or countersigned by the Secretary of the Administrative Department. iii. Those also possessing at least 2nd division degree in Physical Education may be preferred.

CLOSING DATE: For candidates residing in Pakistan 31.1.94 residing abroad 28.2.94 provided they had proceeded abroad at least seven days before the date of this advertisement first appeared in any newspaper but for the purpose of academic qualifications and other conditions of eligibility closing date shall be considered as 31.1.94.

Intending candidates should apply on the prescribed form which can be obtained on production of original challan of Rs. 100/- duly paid under the Head of Account "1211100-Organ of state, examination fee (P) Sindh Public Service Commission". The application form can be had from Head Office Sindh Public Service Commission, Thandi Sarak, Hyderabad OR from Branch Office Sindh Public Service Commission Barrack No. 81, Opposite Sindh Assembly Building, Karachi OR from the Commission's Branch Office Sukkur Bungalow No. 23 Friends Co-operative Housing Society, Shikarpur Road, Sukkur OR from the nearest Deputy Commissioner's office by visiting personlly.

NOTE:

(i) Request for application form by post will be entertained by Head Office only if accompanied by self-addressed large size envelope bearing Rs. 10/- stamps for Registered Post and Rs. 4/- for ordinary post. The Commission under no circumstances shall be responsible for non-receipt OR late receipt of any posted letter(s).

(ii) Candidates residing abroad can apply on plain paper giving age, qualifications Domicile and Permanent Residence Certificate along with all the supporting documents.

(iii) The number of posts is subject to variation without any prior notice.

(iv) Short listing of the eligible candidates may be done in any one or more of the following manner:
a) Written test in the subject
b) Viva-voce.

Application forms complete in all respects must reach the Secretary Sindh Public Service Commission at HYDERABAD on or before the closing date i.e. 31.1.95 Incomplete application forms shall be REJECTED.

For other details please see "INSTRUCTIONS TO THE CANDIDATES FOR APPOINTMENT BY SELECTION" attached with application forms which are to be strictly followed by the candidates. All communication to be made with the Secretary only at HYDERABAD.

CANVASSING IN ANY FORM OR MANNER SHALL DISQUALIFY THE CANDIDATES.

SECRETARY
SINDH PUBLIC SERVICE COMMISSION
HYDERABAD

Sample 18 (Condt.)

Curriculum Vitae

Personal Details

Name:	Marium Naveed
Fathers's Name:	Usman Hameed
Date of Birth:	20th June 1968

Academic Qualifications

Certificate/degree	Year	Division	Institution
Matric	1983	1st	Esena Foundation
Intermediate	1985	1st	Kinnaird College
B.A.	1987	1st (honours)	N.C.C.S.
Course in Secretarial Management	1991	1st	Leeds (U.K)

Work Experience

1987-1989	Assistant Secretary I.C.I
1989-1993	Secretary

Personal Interests travelling, gardening, reading

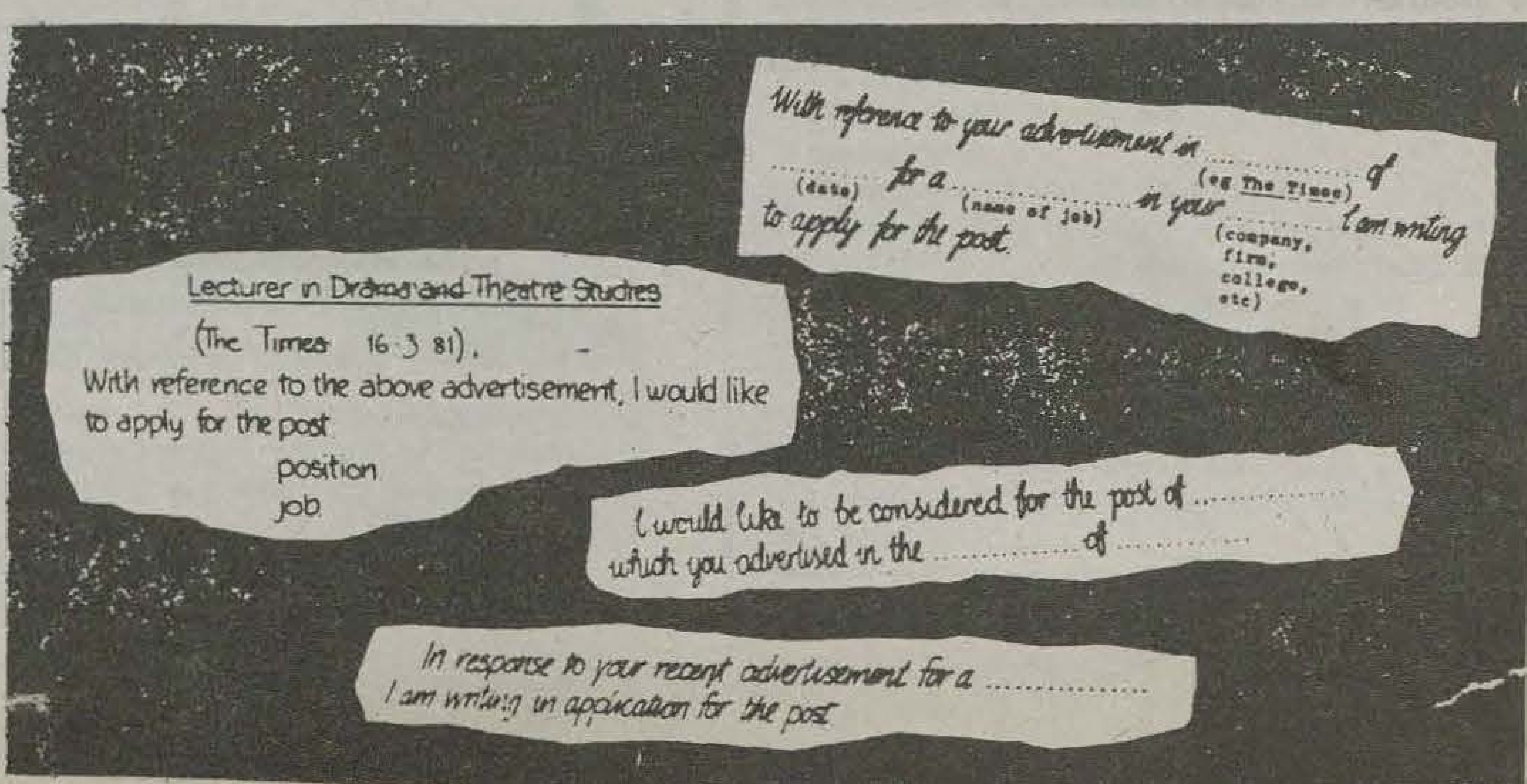
References

Mr. Abdul Ghafoor (Finance Manager)
Mr. Kaye (D.O.S. Leeds UK).

Planned Free Writing

Activity 26 (group work)

Here are some advertisements for jobs in Pakistan. The class divides into groups. Each group prepares a reply with full details to anyone of them and, still working as a group, plans and writes letters of application. These are some ways of **starting** the letter:



These are some **endings** for the letters:

> I look forward to hearing from you.
> Thank you.
> If you require any further details, I will be glad to supply them.
> A stamped , addressed envelope is enclosed.

MULTINATIONAL

REQUIRES

LADY SECRETARY

POSITION CARRIES FIVE FIGURES SALARY & EXCELLENT WORKING ENVIRONMENT.

CANDIDATE SHOULD

- BE CONFIDENT TO HANDLE ALL SECRETARIAL RESPONSIBILITIES INDEPENDENTLY.
- BE A GRADUATE, SMART & WELL-GROOMED WITH MINIMUM 3 YEARS EXPERIENCE AND NOT MORE THAN 35 YEARS IN AGE.
- BE FLUENT IN ENGLISH & HAVE KNOWLEDGE OF SHORTHAND.
- BE FAMILIAR WITH OFFICE PROCEDURES AND HAVE A COMPREHENSIVE COMMAND OF WORKING ON PC WITH EXCELLENT KNOWLEDGE OF DIFFERENT WORD PROCESSING PACKAGES (WORD PERFECT ETC.) AND LOTUS 123.

PLEASE SEND CURRICULUM VITAE COMPLETE WITH PERSONAL DETAILS, ACADEMIC QUALIFICATIONS & WORK EXPERIENCE. IF POSSIBLE PROVIDE CONTACT TELEPHONE NO. **APPLICATIONS ALONG WITH ONE PASSPORT SIZE PHOTOGRAPH SHOULD REACH PERSONNEL MANAGER BEFORE JANUARY 10, 1994 TO BOX NO. 34713 C/O DAWN, KARACHI.**

WANTED

A multinational Process Industry based in Karachi has openings for the following career jobs:

INSTRUMENT ENGINEER

Candidate should be a graduate Electronic Engineer with at least 8-10 years experience of Instrumentation in Petroleum Refinery, Petrochemical, Fertilizer or Power plant. Experience in Maintenance, Trouble-shooting, Calibration and Design Calculations of Pneumatic and Electronic Instruments is essential. Should be able to forecast present and future needs of instrument spares. Knowledge of computer application to process industry will be an added advantage.

PROJECT ENGINEER

Candidate should be a graduate Mechanical Engineer possessing 8-10 years of experience in handling of plant erection or expansion projects. He should be fully acquainted with different codes and standards besides preparation of Bid Documents, tendering procedures, evaluation and awarding of contracts. A firm background of personal computers is desired. He should have working experience of CAD, Project Management, Spreadsheets and Database.

INSPECTION ENGINEER

A graduate Mechanical / Metallurgical Engineer with 10 years experience of inspection in a Petroleum Refinery, Fertilizer or Petrochemical plant. He should be well-versed with NDT and DT including ultrasonic, radiography, material testing, etc. Should have knowledge about corrosion protection techniques of chemical plants and CP system. Familiarity with different codes and standards with respect to Material Recommendation / Identification is essential.

All the above are key positions. The candidates selected will act as section heads and will be offered attractive emoluments.

Individuals fulfilling the above requirements may apply with complete testimonials along with a passport size photograph to P.O. Box No. 6046, Karachi- 74000 latest by 16-1-94. Please mark the envelope with position applied for.

Otsuka Pakistan Limited

(A Japanese based Pharmaceutical Company)

REQUIRES

PROMOTION OFFICERS (MALES, FEMALES)

Base Towns : Karachi, Quetta, Nawabshah, Larkana, Bahawalpur, Lahore, Faisalabad & Abbottabad.

Qualification : Preferably B. Sc. (Premedical)/ Graduates, having proficiency in English written/ Spoken.

Experience : Preferably 1-2 years. Fresh may also apply.

We offer competitive Salary, Allowances, Provident Fund, Medical Insurance, Bonus, opportunities to learn and a congenial environment.

Please apply with full bio-data with a passport size photograph latest by **January 15th, 1994** to **42, Darul Aman Society, Near Duty Free Shop, Off. Shahrea Faisal, Karachi.**

WANTED EXPORT MANAGER

B.COM. PREFERABLY M.B.A. BY A LARGE PUBLIC LTD CO. AGE GROUP 35-45. EXPERIENCE AT LEAST TEN YEARS IN THE EXPORT FIELD VIZ. PREPARATION OF EXPORT DOCUMENTS, EXPORT L/Cs SCRUTINY, CORRESPONDENCE WITH BANKS, FOREIGN BUYERS COMPLIANCE S.B.P.'s REQUIREMENTS CONCESSIONARY RE-FINANCING. CONVERSANT WITH COMPUTER OPERATIONS. PERSONS DRAWING LESS THAN RS. 8000 NEED NOT APPLY. SEND APPLICATIONS TOGETHER WITH COPIES OF CERTIFICATES AND TESTIMONIALS TO BOX NO. 34705 C/O DAWN.

WANTED SALESMAN

MIN. 3 YEARS EXPERIENCE IN SELLING TO MULTINATIONALS & CORPORATIONS. QUALIFICATIONS IN MARKETING & OWN TRANSPORT WOULD BE PREFERABLE. STATE SALARY EXCEPTABLE. APPLY LATEST JAN. 10, '94 BOX 34706 C/O DAWN.

CHARTERED ACCOUNTANTS REQUIRED

A leading firm of Chartered Accountants requires for their Karachi office qualified Audit and Tax Managers to handle their clients affairs. Clientele consists primarily of Public Listed Companies. Experience essential. Salary commensurate to ability. Interested candidates may apply to **Mushtaq & Co.,** Chartered Accountants, 407-Commerce Centre, Hasrat Mohani Road, Karachi.

WANTED ASSISTANT ACCOUNTANT

IMMEDIATELY REQUIRED **ASSISTANT ACCOUNTANT**

MINIMUM QUALIFICATION B.COM. WITH 5 YEARS EXPERIENCE. CAPABLE OF HANDLING COMPANY ACCOUNTS INDEPENDENTLY.

APPLY PERSONALLY ON WORKING DAYS WITH COMPLETE BIO-DATA TO

BLOW — N — BLOW PLASTICS

PLOT NO:- C-120, SECTOR 31/A, KORANGI INDUSTRIAL AREA, KARACHI. PABX: 5064050-54 FAX: 5063973.

WANTED IMMEDIATELY

IMMEDIATELY WANTED BY REPUTED FAST GROWING COMPANY **SALES REPRESENTATIVE** MINIMUM QUALIFICATION GRADUATE WITH GOOD COMMAND IN ENGLISH AND HAVING **5 YEARS EXPERIENCE REGARDING PLASTICS PRODUCTS.** WITH OWN CONVEYANCE

APPLY IN PERSON WITH COMPLETE BIO-DATA DURING WORKING HOURS TO

BLOW — N — BLOW PLASTICS

PLOT NO. C-120, SECTOR 31/A, KORANGI INDUSTRIAL AREA, KARACHI. PABX 5064050-54 FAX 5063973

(D-52527)

IMMEDIATELY REQUIRED

FAST GROWING COMPANY IMMEDIATELY REQUIRES **STENOTYPIST-CUM-SECRETARY.** MINIMUM 3 YEARS EXPERIENCE AND 50/100 WORDS SPEED.

APPLY PERSONALLY DURING WORKING HOURS WITH COMPLETE BIO-DATA TO

BLOW — N — BLOW PLASTICS

PLOT NO:- C-120, SECTOR 31/A, KORANGI INDUSTRIAL AREA, KARACHI. PABX: 5064050-54 FAX: 5063973.

(D-52526)

WANTED

A leading multinational company located in Karachi, manufacturing & marketing household consumer products is looking for a dynamic individual to fill the position of **SALES ADMINISTRATION EXECUTIVE**

The applicants should:

- Preferably have an MBA degree
- Be computer literate with hands-on experience of dBase, Lotus 123, Word Star and AS400/System 36
- Have 3-5 years experience in sales/distribution management
- Be between 28 and 35 years of age

The position offers an attractive salary package and benefits of bonus, provident fund, gratuity, medical facilities, etc and excellent prospects of career advancement.

The applications with complete biodata and recent passport size photograph, must reach P.O. Box No. 8020, Karachi-74800, latest by January 15, 1994. Applications should be marked "Sales Administration Executive".

UNIT II C

Applications For Suigas , Water, Telephone and Electricity Supply

Application forms for Suigas, water, telephone and electricity supply are generally available from their respective offices No accompanying letter is necessary to obtain these forms. It is important that students are familiar with these forms and how to fill them in as it is a basic requirement of adult life.

After the application forms have been submitted and there is delay from the concerned authorities a **follow up** letter is used to help and expedite the process.

Simulation

Activity 1 (group work)

- The class divides into groups

Half the groups play the **role of applicants** and the other half the **role of the Suigas officials.** Different positions of responsibility are then distributed to the group members.

1. General Manager (Umar Packaging)
2. Administration Manager (Umar Packaging)
3. Regional Manager (Suigas)
4. General Manager (Suigas)

Stage I

Mr Aziz Mushi the **General Manager** of an industrial organization Umar Packaging wants a Sui gas connection for their new unit. As the **Administration Manager** of the company, fill in the application (form 1) which you have obtained from the Sui gas office and get it signed by the General Manager of the company.

Form I

SUI NORTHERN GAS PIPELINES LIMITED
21-INDUSTRIAL AREA, GURUMANGAT, GULBERG-III, LAHORE

FOR INDUSTRIAL APPLICANTS ONLY (ANNEX "A")

(a) Name/address of Industrial Unit/Project:______________________________

____

(b) Office address:____________________________________

____________________ Telephone No____________________

(a) Details of appliances:________________________________

(Give specification if boiler is to be installed along with (type /heating surface/working pressure).

(b) Total working hours of appliances:__

(a) Hours/day:______

(b) Days/Month:______

(c) Month/year:______

Total in off take required:______

(a) Per hour:______

(b) Per Day:______

Date when gas required:______

(a) Whether project sanctioned by Govt of Pakistan or not: Yes:______ No:______

(b) Specify/Give details of sanction letter alongwith name of ______

Approximate distance of the Factory from nearest gas point:______

Indicate the status of factory i.e. whether in initial stages of construction along with expected date of completion of project, date when trial production to be started:____

______

Whether projects is processing Industry or other wise, Indicate/specify with details:______

SIGNATURE.______

STAMP:______

Stage II

The group then passes the application form to the next group. They do the following activities.

1) Study the application form.
2) Discuss vocabulary and grammar
3) Fill in the Receipt form on behalf of the Regional Manager (Form 2)

Stage III

Below is the main body of the **follow up letter** (sample 1) which is sent by the applicants along with the application forms. The group members now study the letter and fill in the missing information and address, addressee , subject, salutation etc. Also fill in the last paragraph.

Sample 1

I write with reference to the Gas connection application form No ______ Dated ______

We are part of an industrial group which already has three separate Suigas meters installed. Our record of clearance of dues is exceptional and as per your requirements. We are setting up a new industrial unit for which gas is a vital requirement. We shall be grateful if a connection is provided to us immediately.

Form 2

SUI NORTHERN GAS PIPELINES LIMITED

21 - Industrial Area, Gurumangat Road, Gulberg - III, LAHORE. Phones : 870311 - 17

No. ______________ نمبر

Date ______________ تاریخ

To ____ بنام

____

Dear Sir (s) محترمی

We acknowledge with thanks receipt of your application
No. ______________________ نمبر dated ______________ ہم آپ کی درخواست مؤرخہ
regarding supply of gas to:
جو آپ نے مندرجہ ذیل جگہ پر گیس کی فراہمی کے لیے دی ہے، شکریئے کے ساتھ وصول کرتے ہیں

____

____

We will now ourselves contact you within ____________ weeks if it is possible for us to
ہم خود ہی آپ سے ____________ ہفتوں کے اندر اندر رابطہ قائم کریں گے۔ بشرطیکہ اُس وقت تک ہم
provide gas connection to these premises.
آپ کو گیس فراہم کرنے کے قابل ہوئے۔

The probable time-frame indicated above may not be taken as a commitment and is
اطلاعاً عرض ہے کہ مذکورہ بالا بیان کو کمپنی کی طرف سے کسی قسم کی ضمانت تصور نہ کیا جائے۔
applicable only to those applicants whose premises are situated on our existing low pressure
مزید برآں اس میعاد کا اطلاق صرف اُن درخواست دہندگان پر ہوگا جن کے مکانات کمپنی کے تقسیمی
distribution pipeline.
نظام کی پائپ لائن پر واقع ہیں۔

Assuring you of our best attentions.
آپ کو ہمیشہ اپنی بہترین توجہ کا یقین دلاتے ہوئے

Yours faithfully,
آپکے تابعدار
SUI NORTHERN GAS PIPELINES LTD.
سوئی ناردرن گیس پائپ لائنز لمیٹڈ

Form No. 1663/A/72/74/86
'012'

for REGIONAL MANAGER
برائے ریجنل مینجر

Stage IV

Below is a letter (Sample 2) written by Mr Asif for General Manager Lahore to a similar applicant Gas Fabrics Industry. The group playing the role of General Manger Sui Northern Gas office now, draft a reply to Umar Packaging keeping the letter (Sample 2) as a model.

Sample 2

M/s. TAS Fabrics Industry (pvt) Ltd.

GAS SUPPLY AT KOT LAKHPAT LAHORE. FOR INDUSTRIAL

CONNECTION

Dear Sirs

We refer to your application dated received in our office on 27.10.1993 on the above subject. In this connection, we have kept your request on our record and shall process the cases further according to its merit/turn along with other pending applications.

Assuring you of our best services at all times

Yours faithfully

SUI NORTHERN GAS PIPELINES LIMITED

(ASIF MEHMOOD)
For General Manager Lhr.

Free Writing Practise

Activity 2 (group work)

- The class divides itself into groups.
- members of the group are requested to get applications forms for one of the following:

a) electricity connection form from Wapda office

b) telephone connection form from their area telecommunication office

c) water connection form from WASA

Photocopies are made for the whole group by one member.

(The teacher is asked to help only as a last resort)

Students discuss these forms and fill them in

The group as a whole examines the filled in application forms and suggest improvements.

Free Writing Practice

Activity 3 (pair work)

Stage I

Write an accompanying or follow up letter to anyone of the following.

a) General Manager Telecommunications for a telephone connection to a house you have recently moved into.

b) General Manager WAPDA for electricity connection for your new office.

c) General Manager WASA for water connection for your small industrial unit.

Stage II

The letters are exchanged and replies are written to the applicant by the General Manager Telecommunications or General Manager WAPDA or General Manager WASA as required by the partner.

Vocabulary

Activity 4

What do these letters stand for

a) WAPDA
b) WASA

Activity 5 (pair work)

Are you familiar with these words. Look at them carefully and see if you know the meanings. Then discuss with your partners:

industrial unit
premises
applications
anticipated
sanctioned
sole proprietor
investment
designation
final production
reprinted
commitment
levy
premises
photocopy

Building up Exercises

Activity 6

Complete the following sentences (Do not take phrases or sentences from the sample letters)

a) We acknowledge with thanks..........

b) I write with reference ....

c) ....is a vital requirement ....

d) ....be provided to us immediately ....

e) We refer to your applications ....

f) assuring you of ....

Reports

Activity 7 (group work)

The class divides itself into groups.

Stage I Different groups **discuss** the problems that citizens are facing regarding water, gas, telephone or electricity connections.

Stage II **Notes** are taken of main problems
Based on the notes a **report** is prepared by the groups on :

a) Suigas connections

b) water connections

c) telephone connections

d) electricity connections

Stage III The report is presented by one member of each group to the rest of the class and then pinned on the class notice board.

UNIT III

Letters To The Editor

Letters to the editors of different daily newspapers and periodicals are written by the public which includes all kinds of citizens (students, housewives, employers, employees, pensioners, senior citizens etc). Different types of letters perform different **functions**. For instance:

a) **To draw attention**, or to throw light on problems which may be civic, environmental, social, economic or political
b) **To appeal to** some **authority.**
c) **To give suggestions** or offer solutions to problems.
d) **To give replies** to previous letters printed in the paper.
e) **To build public opinion** as part of the awareness building process
f) **To pay tribute** to an outstanding individual or group for courage, service, contribution etc.

Objectives

The objectives of this section of letter writing are that students should be able to:

a) work in groups: brainstorm, discuss problems/issues and come to an agreement on all important aspects of decision making activities and encourage team work.

b) Identify a local, national or an international problem - its causes, repercussions etc. and suggest solutions.

c) Write a letter to the editor so as to express opinion clearly and logically.

d) Use an appropriate format, style, language and vocabulary.

Assessment

The best letters selected by the class and teacher should be posted to the **Editors** of different daily newspapers / periodicals / magazines etc.

Familiarization (pair work)

Activity I

Below are some letters from **The Nation, Dawn, and The Pakistan Times**. While working in pairs skim through them and categorize them according to the following **types**. Note the **titles** and **first lines of each paragraph**.

a) draws attention to problems
b) appeals to authority
b) offers solutions
d) replies to previous letters printed
e) awareness building
f) pays tribute.

1

Unfriendly act

ON Nov 19, my daughter-in-law along with her three-and-a-half month baby travelled by P.I.A. on flight PK-710 from London to Karachi. She was charged pound sterling fifty for the baby.

A seat was allotted to her in the smoking area against her wishes. When she asked for a cot, she was told that there were only four costs available. Since there were 15 babies on the flight the cots were given on first come first served basis. Her request to shift her to the non-smoking area was also turned down.

She could not take meals during the flight because she was holding the baby all the time and no flight crew came to her help. This is what she got in return for patronising the national airline.

Mothers with babies a e seated first in the front near the video screen by other airlines, so that they can manage their babies without disturbing others. If PIA is charging extra for providing a baby cot and mothers have to carry the baby themselves, then the money they charged should be refunded.

Placing babies in the smoking area is against all the medical ethics. Starving mother for nine hours during flight is an unfriendly act. For this reason alone, PIA should be named henceforth as an unfriendly airline, rather than great people to fly with.
DR. NIZAM UL HASAN
Karachi

26, November 1993 (Dawn)

2

Save the shrines

I wish to bring to the notice of the Auqaf Department, Azad Jammu and Kashmir, the deplorable condition of Baba Shadi Shaheed Shrine. The devotees come in large numbers to offer lambs at the shrine and offer *nazrana* in the form of money. The shrine is a source of income to the Auqaf Department, but it shows no concern to ensure cleanliness at the shrine. The chairs are fast giving in, and a few flats constructed to provide accommodation to the intending pilgrims, are dirty, giving a foul smell. Above all, the blood of animals is spilt here and there and that in itself is a source of nausea. The Auqaf Department appears to be totally unconcerned about the maintenance of the shrine. That is a criminal neglect on its part.

I request the AJK government to take appropriate measures to save the shrine from neglect, which yields income to the Auqaf Department. More facilities need to be provided to the visitors.–WAQAR HUSSAIN MIRZA, Bhimber (AJK), December 4. 1993 (Nation)

3

Pensioners' woes

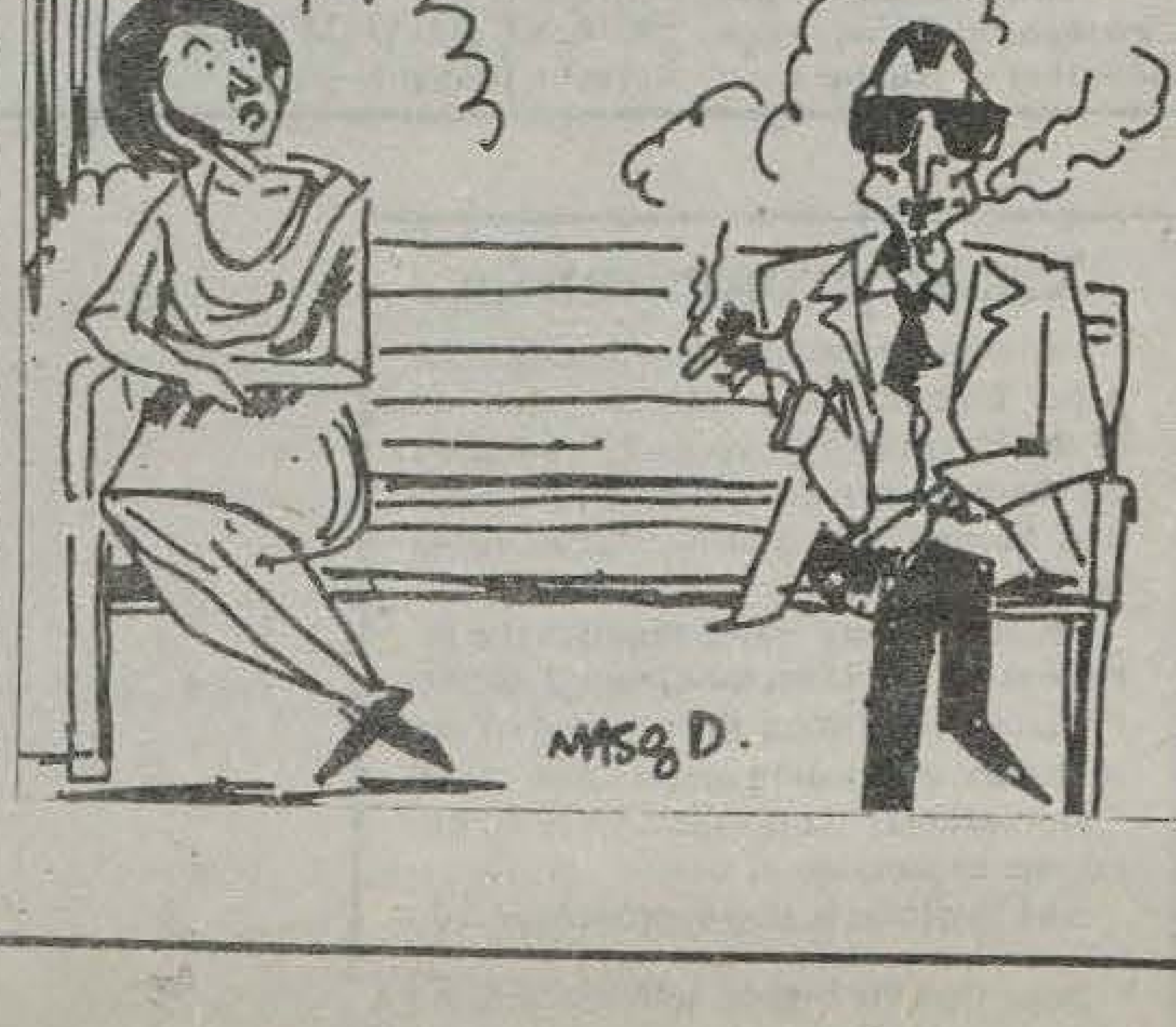
Through the columns of your esteemed paper, I beg to draw the kind attention of the Pay Committee formulated by the Federal Government towards the most pitiable populace of Pakistan. It is an open secret that the government pensioners after serving for 25 to 40 years thereby spending the prime of their life, on retirement get 30 per cent of their last pay drawn. In these hard days with the present pay a government servant hardly makes both ends meet. His responsibilities remain the same on retiring as if he was in service. Thus sudden reduction of 70 per cent in his monthly income places his family members in a great financial crisis. The government intends to make Pakistan an Islamic Welfare State and to implement this manifesto. The Pay Committee is currently considering increase in the pay scales of civil servants as well as pension. In order to safeguard the econo nic condition of the poor pensioners, whose ages range from 60 to 90 years and still have heavy responsibilities on their shoulders, it is proposed that the increase in pension should be at least double of the pay rise of in-service government servants. For example, if pay is increased by 12 per cent, pension should be increased by 24 per cent.

I hope that the Pay Committee, on humanitarian grounds will take into cognisance the pitiable plight of the poor pensioners and make strong recommendations for at least 25 per cent rise in pensions.–MUHAMMAD SIDDIO BUTT, Lahore December 22. 1993 Nation

Bad habits

Through your esteemed newspaper I want to convey my feelings about the habit of smoking. I am against smoking because it is a very bad habit. It makes people's breath stink and causes cancer. If someone is smoking it becomes difficult for others around him to breathe. It is unfortunate that this bad habit is spreading rapidly among our youth. A campaign should be started against this bad habit. The disadvantages of smoking should be highlighted.–RIDAY TARIO, Lahore, De-December 27, 1993

Nation



KC: not a five-star hotel

Dear Syma, I really appreciate yours and Uzma's love for Kinnaird College expressed in your letters published on November 28, November 30 and December 6. I am a present Ravian and proud of my great institution. I carefully read the letters written by both of you. Of course, Miss Uzma is right, but you are right too, to a certain extent. How do you strongly believe that the opening and closing of the gate does not come under college discipline and why not call it "security"? Do come to Government College and carefully see the crowd of outsiders on the premises. Most of them only come to see the MA ladies. If, God forbid, the gate of Kinnaird remained open during college hours gangsters would enter. No one will be able to stop them. Then, would you enjoy their company. By not opening the gate you all are very much secure and you are also aware of the fact. Don't make lame excuses. Obviously you are not cows and not even buffaloes, but you are good girls belonging to decent families. Who says Kinnaird is a remand home? Do the teachers torture you or abuse you? We are now forced to wear a uniform after such a long



5 time and we are bound to wear it. Nothing will happen because it is part of a game. Who is forcing you to study here? Madam, be thankful to your great Principal who is still strong enough to keep the discipline to give you freedom and fight for your rights. Secondly, you can always take your course books with you in the library. I agree with your point of view for not getting the required books at the right time and that you have to wait for hours. This is a serious problem in most colleges. If you don't feel safe from the boys and the male staff inside the college, how can you feel safe from outsiders if the gates are open during college hours. OK, you don't stay at home as Miss Uzma advised you. Do come, but don't forget to wear a *burqah*, even while roaming in the fields. So you still insist on wearing *saris*. Dear girl, as far as I know Kinnaird is not a modelling club. Why can't you wear a *shalwar kameez*. Do you know, it is our national dress. I am really shocked to know that you are still unaware of our national dress. If you are not a good citizen how can you be a good student. As far as decent rules are concerned, Kinnaird College has the most decent and appropriate rules of any college.–ALI SAEED ASGHAR, Lahore, December 7. (Nation)

6

The minorities

A NEWS item has again surfaced in our print media about the influx of Hindus from India. That the news is correct, there are no two opinions. But this news does raise three pointers about Pakistan, its minorities, its government and the condition of the common man.

One: that the minorities are so well off in Pakistan and get such a good deal that Hindus are taking the risk of illegal migration to return back to this country.

Two: there is considerable prosperity in Pakistan, relative to India, even for minorities, what to say of the majority community that even members of the minority community want to migrate back to Pakistan.

Three: that our law enforcement agencies are so ineffective that such a large scale illegal migration is taking place. What is more disturbing is the role of our Interior Minister, who in his recent statement, was so concerned about the migration of Muslims from Bangladesh and India, but strangely enough, did not even mention the influx of Hindus from India.

We should not forget that Pakistan was created for the hundred million Muslims of the then British India, which now is divided into Pakistan, Bangladesh and India, and not exclusively, for the Muslims of what now is left of Pakistan of the Quaid. It goes without saying that the Muslims of the present sub-divisions of British India have an inherent right on this country. We should also realise that the Muslims from Bangladesh and India are helping our economy, as they are the ones who are manning a large number of our industries and providing domestic help, as workers for these sectors are not available in Pakistan.

I would, therefore, urge upon our Interior Minister to take his proposed action against those illegal immigrants who do not have any claim on Pakistan and spare those to whom we owe a historical and moral obligation. This will also obviate hardship to our labour starved industries and domestic help sectors.

PROF. S.H. SHAFQAT (Dawn)
Karachi December 1993

7

Letters to the Editor

Senior citizens

It is appropriate time to draw the attention of Government of Pakistan towards the plight of senior citizens. In our country senior citizens are being treated as 2nd rate personalities: they are ill treated during travels, marriages, functions and social get togethers etc.

Recently Provincial Cabinet in its meeting held on 9.8.1993 proposed to examine the proposal to exempt the senior citizens from the levy of entertainment tax was considered by the Cabinet in the light of recommendations of the National Committee on Aging.

The Cabinet has decided to grant the senior citizens (who are above 60) an exemption in entertainment tax on the following National Days viz 23rd March, 14th August, 6th September, 27th October as senior citizens day and 25th December.

Government of the Punjab is examining the feasibility of granting further exemptions to the senior citizens. In this regard, I forward herewith a few suggestions for the welfare of senior citizens, to be considered by Government.

IN THE FIELD OF HEALTH

Senior citizens to be shown respect and courtesy while standing in queues, waiting to approach doctors and staff in connection with treatment, consultation and diagnostic services.

To open separate counters for senior citizens wherever feasible to facilitate them in getting:-

a). Medical treatment
b) Tickets at bus stop & railway stations
c) Services at Stadium, libraries and utility stores.

They may be provided beds in Government hospitals at reduced rates and all such expenses on medical treatment at 50% concession. Private doctors to give similar rebates to senior citizens. Pakistan Medical Association may help in this regard.

2 TRANSPORT

50% concession may be provided in public transport including Railways and Airlines within the country. Special comfortable seats should be introduced for senior citizens in railway, buses and coaches etc.

3 RECREATION

Entry in museums, play grounds, parks, libraries on national/international matches at reduced rates. Half fee should be charged on licences of Radios, transistors, TV and Dish antenna and arms from senior citizens. Furthermore, in each colony, area and locality the senior citizens Clubs be established fully equipped with radio, TV, newspapers, carroms and billiards, where senior citizens may pass their leisure time.

In this regard Social Welfare Department and its registered NGOs can play an important role to provide such facilities to senior citizens and to redress their grievances. — ZAHID MASOOD KAZI, Lahore

Pakistan Times

8

Xmas programmes

Through the courtesy of your esteemed paper, I would like to draw the attention of the Pakistan Television Corporation for them to increase the time of Christmas Programmes and to telecast these before *Khabarnama* at 8.00 pm.

Another aspect which requires the attention of the Director-General, Radio Pakistan, is to order the renewal of the broadcast of Western music. Music is an "international" language and is an exquisite expression of life".

As Christmas is now approaching, I do hope that the higher authorities of PTV and Radio Pakistan will not ignore the genuine request of the Christian community.–MORRIS SADIQ, Karachi, December 14. 1993 (Nation)

9

Meem Sheen

The well-known worker of Pakistan Movement, versatile journalist and the founder member of the Muslim Students Federation, Mr. Mohammad Shafi, known as Meem Sheen passed away in Lahore on Dec. 1. He was 80. Quaid-e-Azam Mohammad Ali Jinnah considered him as one of his best friends.

With the passing away of Mohammad Shafi an era in Urdu journalism has come to an end. He was born in 1913 at Jullunder, and did his M.A in (English) from F.C. College, Lahore, and M.A in Islamiat from the Islamia College, Lahore.

In 1936-37, he was amongst the founder members of Muslim Students Federation and took active part in the Pakistan Movement along with Mumtaz Ahmed Khan, Justice Anwar-ul-Haq, Sayed Qasim Rizvi and Abdul Sattar Khan Niazi.

In 1946 he started "Afaq" weekly and also contributed articles to all the Urdu dailies of that time. He was a great admirer of Quaid-i-Azam and Allama Mohammad Iqbal.

He worked as the chief reporter of the 'The Pakistan Times,' and then started his own press on Abbott Road. The government of Pakistan conferred a medal for the meritorious services of Mohammad Shafi. He has left three sons and seven daughters to mourn his death.

All the leading persons have sent messages of condolence to the bereaved family, and has prayed for the soul of Meem Sheen. — RANA M. ASLAM KHAN, Faisalabad.

(Pakistan Times)

10

The cost of living



It is understood that the government is going to revise its policies regarding government servants. The government is surely aware of the fact that government servants cannot increase their income vis-a-vis business community (shopkeepers and traders) who keep increasing the prices of their products.

During the previous years prices of different goods kept increasing without a check from any quarter. It has been observed that shopkeepers increase prices of their goods every year. They begin to charge at least 25 paisas more on every item. After the budget is announced the increase does not stop. It continues on the pretext of new taxes, etc. Thus the poor consumer observes and has to experience incessant attacks of dearness throughout the year. However, it is heartening news that the Prime Minister has issued instructions to the Pay Committee to expedite its working for the speedy welfare of government employees. In this regard the following suggestions may also be considered sympathetically:

1. Ceiling of house building advance for government employees should be enhanced from 36 monthly salaries to at least 50 monthly salaries as building material is very expensive.
2. Motorcycle advance should be increased from Rs 17,500 to at least Rs 25,000.
3. Motor-car advance should be enhanced from Rs 50,000 to at least Rs 75,000.
4. Motor-car allowance should be enhanced up to at least Rs 1,000 per month.
5. Special conveyance allowance should be increased up to at least Rs 500 monthly.–A GOVERNMENT SERVANT, Islamabad, December 18. 1991 (Nation)

UNEMPLOYMENT

Sample 1

Our government is beset with the problem of unemployment. In the past ineffective measures were taken to cope with the sorrowful situation. The new government has promised to eliminate unemployment. — **Highlighting a problem**

It is very difficult for the government to create new jobs. The retirement of senior officers will improve the chances of promotions for juniors and it will in turn remove the frustration and corruption prevailing in those circles.

The government must give top priority to solve this problem. In our country, there is an unholy tradition of getting extension service period to reap maximum advantage Public servants should serve others and not their ownselves. — **Giving Suggestions**

But the government must ensure impartiality and merit policy in recruitments.

M.B. Bhatti, Vehri
November 24. 1993
(Nation)

Reading Comprehension

Activity 2 (group work)

Sometimes a letter may perform more than one function (see sample I)
Each group should select three letters of different types (from activity 1), underline the **main purpose** and ideas and label them as shown in sample I

Note:

Even where pair work/group activity is being done the reading of the letter should be a silent activity. Each student should read the letter and then discuss with partner or group members.

Familiarization

Activity 3 (pair work)

On the next page are a list of letters and a number of titles which have been **jumbled up.** Read the letters and give them suitable titles. Discuss with your partner, after you have finished, reasons for similarities and differences. Try and do this activity quickly.

Rented 'books'

Bringing peace to Bosnia

Population explosion

Ah, poor pensioners!

H.R. violations

Appeal for donations

White uniform a wrong step

Result delayed

Parliament House

1

The results of BA and BSc exams have been delayed by Punjab University as it is said that the results will be announced after the computerisation of the system.



Now the results are to be announced in April next year as reported by an Urdu daily, while the last date for admissions to MSc classes in the Quaid-i-Azam University is January 3.

Thus, the students would have to wait one whole year before they can apply for admission to the University which would be a great loss to them. Therefore, the untimely decision taken by the authorities of the Punjab University must be reversed in the best interest of the students.

Islamabad (News)

2

Ever since 1798, when Thomas Malthus propounded that the world's population would outstrip the world's food supply, pessimists have been saying that mankind is breeding for disaster. Where there were four of us 10 years ago, there are now five; and the earth's population of two and a half billion in 1950 will swell to over six billion by 2000.

More people mean more cities and cars, more roads, factories, more pollution, energy consumption, and waste.

Therefore, we should take the population control programme very seriously.—ASAD FEROZ HALAI, Karachi. (Pakistan Times)

3

AT 8-25 a.m. on Dec 7, BBC television news cast showed pictures of human rights violations which the Pakistan government could not censor. For any Pakistani it was a shame. One prisoner was told by interrogators to confess, or his genitals would be tied up and he would be made to drink a lot of water.

I am an eyewitness to what I consider a H.R. violation. Not long ago, PPP workers were incarcerated. I went to Attock to bail out Dr Sikander Hyat Khan of Hasanabdal. I had to wait outside the jail for an hour, for the bail papers to be processed by the jail authorities.

In that hour I saw three helpless, dispirited prisoners, working outside the walls of the jail. Their legs were chained. What is the good of inflicting this pain and humiliation.

SARDAR IQBAL
'slamabad (Dawn)

4

And now we hear of yet another conference, this time more international in its structure as compared to the previous ones, being convened with hopes of bringing peace to the whole of former Yugoslavia.



Earlier, in a conference attended by representatives of the Bosnian government, there were as many as 120 delegates from around the world who discussed the best way out for the Bosnian government. Ever since the turmoil and hostilities in that region there have been several conferences attended by the seemingly just and impartial.

In the first they were clearly biased towards the aggressors, and their findings and recommendations were in favour of a partition of the internationally recognised sovereign state. Genocide was virtually legalised, the victims of aggression were punished and aggressors rewarded.

This conference, however, promises to be different in that it has recommended the use of force against those who obstruct the transport and distribution of food and medical supplies to the Bosnians. It has duly recognised Bosnians' right of self-defence. It holds that instead of urging the big powers alone, Bosnia should approach the Third World for arms supplies and act against the arms embargo on it.

It is strange that the new conference to bring peace was held in London, the very soil which has doubtlessly displayed an open hostile attitude towards the Bosnians. In fact, Britain has never tried to hide its sinister feelings and designs to see the Bosnians wiped off the European map.

Karachi (News)

5

SOME of the private schools have developed new means of collecting money from their students by renting the books of their course. The charges for the whole course range from Rs. 50 to Rs. 100 per month.

These books are in the form of photostat copies. In case any "book" is lost or defaced the full cost is recovered from the student. A photostat replacement of the lost book is provided again on rent. No student is allowed to retain the book for revision, in case one desires, then extra charges are demanded from him.

At the end of the academic year these books are recovered from all the students and re-issued to the next batch on the same terms and conditions.

The Education Department has turned a deaf ear on these irregularities.

G.B.C.
Karachi (Dawn)

6

I would like to remind the well-to-do sections of the society that the poor people badly need beddings and quilts for the winter.

The Kazi Welfare Society established in 1980 is a philanthropic organisation doing a variety of social works ever since. The Society has also been distributing quilts (Lehafs) to the needy and the poor in winter. The cost of one quilt comes to about Rs. 185/- these days.

People who are interested in this noble venture and are hard pressed for time or are simply unaware of deserving individuals may send their donations to Kazi Welfare Society's current A/C No. 1161-1 National Bank of Pakistan, Wahdat Road Branch, Lahore, or they can deposit directly in the Society Office. — KAZI MOIN UDDIN AHMAD, President, Kazi Welfare Society, 22-Kashmir Block, Allama Iqbal Town, Lahore.

(Pakistan Times)

7

We have a history of instituting non-productive high-level inquiries. Assigning a similar fate to the present one, let us assume that the fire that consumed the Parliament House and banished its inmates to lesser surroundings was destined, or rather ordained. In a professed Islamic society, maybe this was God's way of bridging the gap between the ruled and the rulers.

A newspaper report says that the alternate premises at the State Bank building are not safe enough for the high and mighty. Surely, the elected prime minister and others who fearlessly mingle with the crowds can't feel insecure in a bank building. Or is this an excuse to rebuild a house that should best he left untouched for a long, long time? Can a government that claims to inherit a "khali khazana" afford to spend so much and so injudiciously?

Remember that headquarters in war time operate in bunkers and mobile units. Who needs the luxury of the Parliament House?

Lahore (News)

8

I am an unfortunate pensioner, very old and ailing. I regularly read The News International as I have no other hobby. Sometimes I find letters in the esteemed columns of your paper written by fellow pensioners begging for relief from the government of the day. The poor souls have no choice as they are always forgotten or neglected whenever some relief is announced for the serving employees of the state. I often think of my fellow pensioners as a dead class of our society, not a forgotten or a neglected one. If this were not so, some day someone should have shown some pity on this class of citizens who need some relief or succour in their old age in these hard days of soaring prices.

It is true that these citizens have spent all their vigour and vitality in rendering service to the nation and have now lost all utility. They stand nowhere and thus have no human value in the present day society. So it is useless for them to cherish hopes of better income. They must know that politics is a game of empty slogans of the high-ups, the so-called champions of the poor. They must calmly wait to be buried, to rest in eternal peace but never give way to dreams or vain hopes.

Islamabad (News)

9

The recent enforcement of white uniform in government controlled high schools for boys and **girls**, in the province of Punjab, is undoubtedly a wrong step on account of general poor economic condition of our people and inadequate sanitary measures, mostly employed so far, in our country. Over 90 per cent population of Punjab comprises poor and indigent people who have to strive hard, to make both ends meet. Besides, the day-to-day price-hike has further complicated their problems and difficulties, to the extent of hardly enabling them to lead their lives in an honourable, dignified manner. Imparting qualitative education to his children by a common man, has almost become today well nigh impossible, keeping in view his normally limited and meagre means of income.

Clouds of dust hanging in the atmosphere due to dug up roads everywhere and poor sanitary measures, make it almost impossible for a man to keep his clothes tidy, till evening. Under such conditions, it is not difficult to conclude that a student cannot keep his white uniform clean and tidy, for more than a single day. The boys and girls, in their teens, mostly pass their time, in playing games, almost everywhere. Keeping white clothes clean, is a problem even for the well-to-do people and public servants who spend their office-hours in well maintained offices which are swept daily and sometimes twice a day, on certain occasions.

School children, in our society, use their clothes for the whole day, irrespective of some prescribed uniform for them. The present Punjab government has publicly proclaimed many times that she is determined to alleviate the people's problems but the recent step of enforcement of a white uniform for high school students clearly negates the aforesaid claim and policy. Making acquisition of education more difficult would undoubtedly adversely affect the rate of literacy which is already shamefully low here, as compared with even many backward Asian countries, what to speak of the advanced countries such as the United States of America and Europe.

As such, the step is most likely to increase the number of ignorant children who may not be able to continue their studies, because of this additional economic burden, for many of them. It is amazing the Punjab Govt. has not yet withdrawn the order despite persistent public demands. Order to this effect appears to have been issued and implemented by a bureaucrat who rarely leaves his drawing rooms and air-conditioned cars. The sooner it is withdrawn, the better.

MAQBOOL AHMAD QURESHI, Gujranwala. (**Pakistan Times**)

Activity 4 (group work)

Divide yourselves into groups

1) Read the letters
2) Separate them according to the issues involved.
3) Underline the main idea in each letter.

1 Ignorance is bliss

AT a recent seminar one of the top most economic managers of the country complained of massively defaulted loan amounts and bemoaned over the shabby treatment meted out to the small savers who are given far less than the galloping interest rate on their saving accounts by the banks.

During the discussion, I put to the VVIP that the banking system should divert resources to the micro and small enterprises, which according to foreign experts, provide to Pakistanis 80 per cent of goods and services but depend for cash upon money lenders who charge between 60 and 120 per cent interest rates. Even then they do not default. (I repeat do not default.) I gave him the example of the Orangi Pilot Project (OPP) loaning programme, which has upto now loaned a total of about Rs 3 crores to small enterprises. The default rate is remarkably much less than 1 per cent and that, too, mostly due to verified genuine reasons. OPP lends money to these small people at the normal bank interest rate.

The VVIP of the economic managers replied that the small enterprises are being looked after by informal banking (meaning usurious money lenders), thus implying that the banking system need not involve itself with the informal sector. It was also alluded that this would be even more risky for the banking system. Evidently, the VVIP has not heard of Grameen Bank's successful experience in Bangladesh, whose notice has been taken even by the American President. On being reminded of the OPP experience in Pakistan itself, he brushed it aside dubbing it amateurish, notwithstanding the fact that a huge loaning operation of about Rs 3 crores is involved.

I was astounded by this innocence because even the World Bank and many foreign donors take the OPP operations as highly professional.

The World Bank itself attaches great importance to the micro and small enterprises and has set aside a huge amount to be provided to them.

It is worth mentioning that the disbursing foreign managed financing institution has directly benefited by the OPP loaning experience and has some of its employees trained by OPP.

When Pakistan's economic affairs are looked after by economic managers with such contempt for and lack of interest in the most buoyant sector of national economy, the economic development of Pakistan should be what it is.

As long as the foreign agencies like the World Bank continue to have more and better knowledge about Pakistan's real engine of economic growth, then Pakistan's own leaders and economic managers will continue to take dictation from these world agencies. In the meantime the small savers and small enterprises will continue to suffer.

GHULAM KIBRIA
Karachi

2

From Dr. Athar Naeem

I wish to thank the managing director of PTV for showing a comprehensive documentary on Kashmir on October 29, in the prime time (8pm to 9pm) on PTV-2. This channel of PTV has been rendering a great service to the Muslim cause by showing documentaries on Kashmir and Bosnia.

In order to keep the Muslim issues in the limelight, I request the PTV authorities to show updated documentaries on Kashmir and Bosnia once every week, or on alternative weeks, and make timely announcements on TV about the time and date for showing of such documentaries so that the viewers would know when such documentary will be shown.

Probably the best time for showing these documentaries would be on each Friday before the Khabarnama so that maximum number of people in Pakistan can watch these documentaries. I hope the PTV authorities would give a kind a favourable consideration to my request.

Rawalpindi

3 Minorities in Senate

From F. Ali

In March '94, 41 Senators will retire and new Senators elected. I once again draw the attention of Mohtarma Benazir Bhutto to the fact that ever since the 1973 Constitution was passed not a single minority has ever sat in the Senate.

Please be the first Prime Minister to get a minority representative elected to the Senate. This will not only show your love and respect for the minorities but will also be a feather in your cap as the first Prime Minister to get a minority representatives elected.

Karachi

4 Electorate issue

I HAVE been reading with great interest the continuing correspondence in your columns on the question of an appropriate mode of electorate for the minorities. It may help your readers in taking a more objective view of the issue, in a broader context, if, in my opinion, they were to focus on the following agreed and accepted norms — indeed to be used as a touchstone of political theory and practice in the civilised world.

1 that the minorities palpably feel, and so accept, that they remain a part of the main-stream electorate process as equal citizens.

2 that, in addition, to reassure them further with regard to political security, to reserve some seats for them in various legislatures to be filled through a practical and convenient democratic procedure acceptable to them.

3 that, as equal citizens, minorities remain fully qualified to occupy all political and other offices of the state.

Needless to say every constitution of Pakistan, in its original form, was all but completely reflective of these norms.

M.J. AS'AD
Karachi

5 Economy in shambles

From Dr Qazi Khadim Mahiuddin

While the caretakers and the present government have been telling us that the economic policies of Nawaz government were catastrophic, messers Nawaz and Sartaj have gotten hoarse claiming that this is not so. In fact, the latter insists that their policies have improved our economy and reduced unemployment.

The media projection of these claims and counter-claims has been highly subjective and rather slipshod. I would have liked the State Bank to give an analysis of the performance at the end of the tenure of each government in a manner that a layman would easily comprehend and, thereby, accurately assess the weaknesses and strong points of each successive government.

Our day-to-day life does reflect the state of our economy rather fairly despite the tall claims of Nawaz Sharif and Sartaj Aziz. I am paying much more for electricity, gas and a telephone, as well as higher amounts of water tax, motor tax, television tax, radio tax, property tax, income tax, wealth tax and even tax for the gun which I have to keep for self-protection, which is not available from the state.

The spurt of industrialisation in 1989 came down after the concessions for the industrial estate in Gadoon Amazai were withdrawn. While the main roads are jam-packed with all varieties of vehicles, smaller roads and streets are packed with human beings, roaming aimlessly because they have nothing to do. This reflects growing population and increasing unemployment. Unplanned urbanisation lacks basic facilities like supply of fresh water and adequate drainage.

I do not find anything around me to enrich my soul and spirit, like a good theatre, display of fine arts, sports and cultural activities, etc.

Increasing unemployment is invading even the highly skilled labourers like doctors and engineers. I would like to ask Messers Nawaz and Sartaj, is this the development that they claim to have thrust upon us?

Peshawar

6 Coverage of Kashmir situation

From Hamzar Khan

I want to express through your newspaper our deep regrets over the coverage of the Kashmir situation by the world news networks like CNN and BBC. Is there nothing moving in the reports coming on the Kashmir situation every other day? Why has the world turned a blind eye towards that part of the world where scores of people are being butchered daily, hundreds of chaste women are being raped and hundreds of toddlers are being lulled by heavy guns to permanent sleep? A terrible sense of insecurity, nay, of impending death, prevails everywhere in the valley.

This virtual paradise on earth has turned into an inferno of death and destruction. But to the custodians of international media, all this means little or nothing. The time allotted to Bill Clinton's jogging is much more than that what is given to the Kashmir situation. The killing of a child in England in the recent past has been given much greater coverage as compared to the killing of many innocent Kashmiri children daily. Where are the tall claims of justice and morality?

Lahore

Activity 4 (Contd.)

Stage I:

- Each group should take up **one issue only.**
- **Discuss** the letters and make **notes** of important points.
- Look at the points critically and decide with which you agree and with which you differ.
- Give your opinions on the matter involved.
- Draft a letter to the editor of a daily newspaper on the issue concerned on the basis of your discussions.
- Review and correct, and make the final draft, making sure you have corrected grammatical and spelling errors or repetitions.
- One member of each group should read the letter to the class and invite questions.

Stage II:

- The class (i.e all the groups) probe the issue and debate over it.
- Notes are taken.
- A **report** is written incorporating the suggestions.

Stage III: It is pinned on the notice board

Stage IV: **Follow up activity:** The class may decide to research the issue further and discuss the findings at the next meeting. If there is shortage of time, further information may be pinned on the notice board along with the report on the issue involved.

Sample 2

Letter to the Editor 1

Ali Ahmed 2
299 Ravi Road
Lahore 3

3 September 1992 4

The Editor 5
The Nation 6
The Mall
Lahore

Sir 7

The housing colony on Ravi Road used to be a quiet residential area but for the past two weeks the whole estate has been disturbed by motor cycle riders who are using the roads as motor racing tracks. 8

These culprits come after midnight and disperse only when they have made a few laps around the track. A few residents have reprimanded them for this but it has had no effect. 9

It will be greatly appreciated if the traffic authorities take action immediately so that we can have some peace and quiet at night. 10

Yours faithfully 11

Ali Ahmed 12

Layout

Activity 5

Above is a **model letter** (see sample 2) to the Editor. Study the layout carefully and label. Also note the following:

- It must have a **heading** saying **"A letter to the Editor"**
- The writer must give **name and full address**. You may suggest a pseudonym and mention that the name and address should be withheld if you do not want do disclose it to the **reader.**
- The letter must be **straightforward** and go to the point immediately and not be too long.
- There is **no indentation** i.e. no space away from margin. Only a line space between paragraphs. (Remember section Ib)
- **No punctuation** in address, addressee, salutation, closing (same as section Ib) **Salutation** only Sir or Madam.
- **More space** between the a) address and date b) name of the newspaper c) Addressee and salutation d) between each paragraph of the body of the letter e) last line and closing f) closing and signature (same as IB).
- **1st paragraph** states the **problem.**
- 2nd, 3rd 4th i.e. **main body** gives, the **reasons,** cause and effect, or, elaboration. Last or **concluding paragraph** gives **suggestions** for improvement (If any).
- **No apostrophe** in Yours faithfully.

Note

Avoid personal attacks and character assassination. Focus on issues and problems and not personalties.

Guided Writing

Activity 6

Given in the next few pages are some letters written by students on issues they felt were vital and could not be neglected at any cost. Read the letters (sample letters 3, 4, and 5) on environment, Bosnia and education, and keeping in mind the format of letters to the editors you read earlier, answer the questions.

Sample 3

Letter to the Editor

323-R Model Town
Extension Scheme
Lahore

2nd August 1993

The Editor
The Nation
Lahore

Dear Sir

Subject: Environmental Problem

I am a resident of R Block Model Town. Through your paper I would like to draw attention of the local municipal authorities to a major environmental problem in our area namely the disposal of garbage.

In the past year the yellow garbage collection trucks have gradually become non-existent. As a result the people are disposing off their household waste in vacant plots and on street corners, or in front of other houses. This is leading to health and environmental hazards.

Garbage mainly consists of organic refuse which provides an excellent breeding ground for flies which are carriers of cholera. The other most abundant product is non-biodegradable plastic. This is not easily destroyed and tend to produce harmful CFC's hazardous do the ozone layer.

Some dangerous products used in the house like blades, old knives and glass materials are also a part of refuse. These can injure the children playing in the street. Above all, this garbage makes, the neighbourhood ugly, unsightly, smelly and unhygienic.

Would the authorities concerned kindly direct the mobile trucks or the sanitary staff to make a daily collection of garbage. Covered garbage cans should also be installed and must be cleaned weekly. I would also request the residents to be co-operative and considerate by not throwing garbage in front of other houses or on streets.

Most of our garbage is recyclable..
....

I am sure if each one of us makes an effort we can have a clean and healthy environment.

Yours faithfully

Samia Suleman

Sample 4

LETTER TO THE EDITOR

143 Street 2
Cavalry Ground
Lahore Cantt

2nd Aug 1993

The Editor
The News
Lahore

Sir

Subject: Bosnia: The Neglected Child

The newspapers, T.V. and radio are full of screaming news about Bosnia Herzegovinia. They are about war causalities, rape, children dying, homes being burnt ...... The list is almost endless.

U.N.O. and other concerned authorities are doing absolutely nothing except giving lengthy statements and blaming Bosnians for every thing. They are constantly ignoring this important issue. After all it does not matter much if another Kashmir dies!

Pakistan, on its part, has done commendable efforts to help Bosnian Muslims. Other Islamic countries should also step forward and help their brothers in this time of distress

Bosnia is a neglected child. It is dying a slow, painful, torturous death. Save it .

Yours sincerely

Ayesha Fahim

Sample 5

LETTER TO THE EDITOR

2-Shabbir Road
Lahore Cantt

2nd August 1993

The Editor
The Dawn
Lahore

SUBJECT: EDUCATIONAL CRISIS

Dear Sir

I am an undergraduate student and would like to point out the problems faced by me and lots of other students concerning our educational system.

First of all our syllabus is outdated and has no practical application. Rote-learning and obsolete methods of teaching, along with a poor educational system kills all the creative abilities of the

students. Our government has not been able to decide as yet whether to adopt English or Urdu as a medium of instruction. Tuitions and corruption are widespread.

Some solutions are suggested for the above mentioned problems.

1. Government should see to it that the syllabus is renewed on a yearly basis and latest research is included, making it more practical and applicable. The medium of instruction should be the same all over Pakistan.

2. Only qualified and trained teachers should be allowed to teach. Teachers should have workshops and refresher courses from time to time. Evaluation of teachers by their own students on a regular basis can help improve teaching standards.

3. Our examination system needs to be shifted from the annual to the semester system as this would lessen the burden on both teachers and students and would encourage studies based on intelligence and knowledge rather than rote-learning. For this purpose objective testing should be introduced.

4. Students should be judged on the basis of overall class performance and not just a three hour paper.

5. Abolishing the board system and making every college an autonomous body will not only improve standards but also due to competition produce better educational institutions.

6. Corruption in education should be eradicated first and foremost. Only then can we achieve these objectives successfully.

Yours sincerely

Ayesha Sabir

a) In the letter (sample 6) the sixth paragraph begins with the sentence "Most of our garbage is recyclable". Complete this paragraph for Samia Suleman.

b) Write a letter to the **Editor of the Nation** drawing attention to an **environmental problem** in your area.

c) Write a letter to the **Editor of the Friday Times** giving **your own opinion** on the Bosnia issue.

d) Write a letter to the **Editor Dawn suggesting solutions** regarding the present educational crisis in the country.

e) Write a letter to the **Editor of The Frontier Post** concerning some problems of senior citizens.

f) Write a letter to the **Editor of News** appealing to the President or Prime Minister against encroachment in Banigali.

g) Write a letter to **The Editor of Pakistan Times paying tribute** to Edhi Sattar.

h) Write a **reply to** anyone of the letters read earlier in this section.

Activity 7 (project work)

Stage I The class divides itself into groups. They:

- select one topic
- brainstorm on the issue involved
- make notes
- research and survey
- report on their findings
- draft a letter
- revise and make the final draft
- present the letter to the class

Stage II - Each group pins it on the notice board with names of group members. The teacher and students read the letters.

Stage III - A few which are considered the best are posted to the newspapers.

- If printed they are pinned on the college noticeboard.

Vocabulary

Activity 8 (pair work)

Discuss with your partner the meanings of the following words:

activity public opinion awareness building tribute problems solutions decision making repercussions

Note

Make a list of unfamiliar words in the Letters to the Editor section and try and guess their meanings. Do atleast 50 words.

Self Evaluation

Activity 9

Rate the following and discuss with your partner. Do you read newspapers and periodicals ?

1	2	3	4
[ ]	[ ]	[ ]	[ ]
never	seldom	frequent	always

If your rating is 1 or 2 **start reading them now!** Apart from important news-national and international and areas of your interest, read the page which prints **Letters to the Editor**.

follow up activities

Activity 10

The students and teacher may bring cuttings of letters to the Editor from time to time, to class, read it and suggest activities they could do.

Building Exercises

Activity 11

Complete the following sentences using your own words and do not look up the text of sample letters.

1) I wish to bring to the notice of __________
2) I request the ____________________________
3) In reference to the letter on _______ dated_______
4) I would therefore, urge ___________________
5) I appeal to __________ to _____________
6) I wish to draw the attention of ___________
7) In this regard I forward _________________
8) A well known worker______________________
9) We are beset with the problem of __________
10) I would like to remind ___________________
11) I am an unfortunate _______________________
12) I want to express through your newspaper ___

Language Work

Activity 12

Students should to select **one topic** and write a paragraph on them as the main body of the letter to the Editor.

a) **Complaints**

1) reckless driving
2) broken roads
3) polluted drinking water
4) corrupt officials
5) lack of discipline in public places

b) **Suggestions**

1) to improve public transport
2) to build a school or a public dispensary in an area
3) to remove corruption
4) to improve educational standards
5) to meet the energy crisis in the country especially electricity

c) **Build Public Opinion**

1) Pakistan's foreign policy regarding the nuclear disarmament or Kashmir.
2) general apathy of citizens in the political process.
3) declining standards of education.
4) law and order situation in the country.
5) rising prices or inflation or Pakistan's Debts.

Activity 13

Simulation: (Editorial Board)

Stage I

a) The class divides itself into group of six to eight students. Each group assumes the **role** of an editorial board and allocates the following responsibilities to the members :-

Editor in chief
Two or three **editors** and **assistant editors** incharge of these areas:

- political news
- social economic issues
- others i.e. Woman's page, Sports page, Children, Culture.

b) The letters which had been displayed on notice boards or collected by the students or teachers as a product of earlier group activities are now passed on to the editorial boards.

Stage II

The letters are read and scrutinized. The issues raised in the letters to the editors are discussed and selected on basis of their **relevance** to current issues and **interest** to the readers.

The selected letters are divided into the three areas of the newspaper and passed on to the editors and asst-editors.

Stage III

The asst-editors read the letters carefully and edit them. Editing involves the following activities :

1. Keeping the main ideas
2. Deleting supplementary information like repetitions, too many examples. Also any slanderous or defamatory statement.
3. Making the sentences in the main ideas more compact.

4. Checking the layout of the letter.

5. Checking spelling, grammatical errors, etc.

   - The asst-editors pass the letters to the editors who now read the letters and make the final drafts.

   - The editors now pool in the revised letters and arrange and paste them in the **letter to the editor** section:

   - The editors now invite the editor - in - chief to closely study the draft.

   - The editor in chief may suggest changes in layout of letters.

Stage IV

The editor in chief or the editors may **add a reply** for a letter addressed to them that requires an apology or clarification from them.

- The last stage is the printing stage. Here the students may type the page, if a student volunteers to do it for them or a student with a good handwriting rewrites it.

Stage V

- The letters to the editor page is now ready for display. If there is a college magazine or a periodical at may be forwarded for printing.

- The students and the teacher pin the letter to the editor page on display on the classroom notice board.

- They may invite students from other sections or English teachers to see the display.

- The simulation is followed by a **debriefing session** with the English teacher in which activities and language work is discussed.

Further Suggestions

The editorial board could be a part of some of the group activities suggested earlier i.e. one group in the class assumes the role of the **editorial board** on a regular basis. This implies that while letters to the editors are being prepared by different groups they are carried to the editorial board by one student who assumes the role of the **post man.** The editorial board then scrutinizes the letters, and edits them. Finally the **letter to the editor** page prepared by the editorial board is put on the notice board for display.

Note

It is suggested that for all activities in this section the class keeps some poster papers, markers, scissors, and glue sticks brought by the students and store in a small box as resource material.

P.S. Don't forget to keep all your letters.

Special Attraction

Mr Arif Nizami the Editor of The Nation has made a special offer to the **BA students of all colleges of the Punjab.** Space in the **letters to the editor** page in every **Friday** issue of **The Nation** will be kept exclusively to print letters from students of BA English compulsory classes, selected on the basis of their **relevance** and **interest** to the reader. They should attach the following information with the letter.

1. Class: BA I / BA II
2. Name and Address of College.
3. Name(s) of Student(s).
4. Name and Signature of English teacher:-
5. Seal of the College.

Please make sure that **only three letters from each college** selected by students and teachers from the activities done in class is forwarded. This offer is to provide incentives to students and provide an opportunity to each college to display their work and share it with other students. This offer is available from the moment you start your language work on this section in your class. (It is suggested however that the selection of the letter is done at the **advanced stages** and is a result of either group work, project work/simulation/role play.) **Replies** to letters printed in this column or your views i.e. students of a different college highlighting another aspect of the issue or problem involved will also be welcomed.

Note

On behalf of all the BA College students and English teachers, the author would like to sincerely thank Mr Arif Nizami, editor of The Nation for this very generous gesture.

UNIT IV

Letters to Government Officials/Mayors etc.

These letters include letters to :-

A. **Police officials** like SHO/SSP/DIG/IG reporting theft, requesting for security or traffic arrangements.

B. **Civil administrators** like Patwari/DC/Commissioner, reporting or complaining about encroachment, property dispute, and other environment and civil amenities problems and requesting action.

C. **Political representatives** like MPA's/MNA's or heads of Municipal Corporations or Mayors drawing their attention to some problem and requesting improvements or provision of school/dispensary/road in their locality.

D. Letters to other public officials like **Heads of Departments of Public Utilities** like Postmaster General, Chairman WAPDA, Chairman WASA, General Manager Punjab Road Transport Board, General Manager P.W.R. ((Railways), General Manager PIA etc, reporting problems encountered in ticketing, travel, luggage or loss of parcel and requesting action or assistance in recovery etc.

Functions

The main functions involved in these types of letters are **A. Requests B. Complaints**

A. Building Your own letters of request

Effective letters of request ask the questions that need to be asked. They focus attention on significant details and they produce results.

Planning your Letters

To make your letters effective, take three steps before you start composing it.

1. State the basic need or desire behind your request in one simple sentence.
2. List the details your reader may want to know before he or she answers your request.
3. List the ways you can motivate your reader to answer or act on your request. For example you could state that your readers response will bring action, satisfaction or further service.

Ist STEP

Opening Paragraph

Begin directly and confidently. Begin with the simple statement of your need or desire.

Stress People and action

Refer to yourself as "I", your business or organization as " We " and your reader as" You "

Ease into unpopular request

When you note your request is going to be unpopular, try and begin on a positive note. Then give your reader the background information he or she needs before you make your request.

2nd STEP

In the second paragraph or middle or body of the letter convey the details your reader would need to know to answer your request. Include the why and how.

- Highlight by paragraphing. If you have several requests or want to stress details or reasons, do so by highlighting each point or request in a new paragraph. Information in long, detailed paragraphs gets lost.

3RD STEP

Closing Paragraph

Ensuring action: You have stated your basic request and explained it completely. Now ensure that the readers will do as you have requested by motivating them.

- Provide Simple Incentives
- Do not underestimate simple incentives like your offer of good will. Always thank your reader at the close of the letter. Stressing results / action will also motivate your reader.

Note

Reaching The Right Person

No matter how well you have written your letter of request, it will not get results, unless it reaches the right person. If you do not know the appropriate readers' name, or exact position, use some ingenuity, in your **Salutation.** The conventional routine tags will get your letter in an appropriate general area rather than "To Whom it may concern" which will not get you much further.

Make responding easy

If you expect an answer from your readers enclose a self addressed envelope and stamp.

B. Building your own letters of complaints or protests

While complaining to an official, legislator or a superior like an I.G/D.I.G/Commissioner/DC or MPA/Mayor etc. Do the following:

- State your complaint or protest
- Present the facts of your argument.
- Appeal to your reader or offer a solution.

Letters of complaint are easy to write because you have strong feelings about the subject. When you write a letter of complaint it is important that get a rein on your feelings and organize your thoughts.

You can handle minor complaints gracefully with a simple request. More significant complaints

require full explanation.

Three statements will form the foundation for your letter

- **State your dissatisfaction.**
- **List the reasons for it.**
- **Decide what will give you satisfaction.**

The Do's and Dont's of complaining and protesting

- Don't be apologetic or incoherent.

No one pays attention to complaints or protests that lack conviction and authority. Eliminate hesitant phrases and always identify yourself directly with your protest or complaint.

Instead of writing	Write
It appears to us	We think (or omit entirely)
It is strongly recommended	We strongly recommend
It is believed	I believe
The regulations appear to be unfair	I feel the regulations are unfair
May I suggest ?	I suggest

If you feel strongly enough to complain or protest do not hide behind vague, impersonal statements.

Don't let anger overcome reason

Don't let unreasonable anger blow mistakes out of proportion. If you overact to small, easily remedied mistakes, you will antagonize your reader and make yourself look foolish.

Send letters of complaint or protest to the appropriate person

A complaint or protest should be read by the highest authority directly incharge of the situation.

- If you want to complain about a loss or theft or an accident send your complaint to the SHO/SSP/DIG/IG involved. If you want to complain about encroachment and other civic and environment and property matters, write a letter of complaint to the DC/Commissioner concerned.

- If you have a problem pertaining to your locality like garbage dumps, stagnant water, write a letter to the Mayor who is the Chairman of the Municipal Committee, MPA/MNA or concerned.

- If you encounter problems or difficulties while travelling like in ticketing, during transit, luggage etc write to the General Manager of the concerned department.

- If a letter or a parcel/baggage gets damaged or lost during postal delivery complain to the Postmaster, General, if on a train to the General Manager Railways and if during a flight then to the Chairman PIA, etc.

- If you have problems regarding public utility like electricity water, gas or telephone write to the Chairman WAPDA, General Manager WASA, General Manager Sui Northern, General Manager Telecommunication, etc.

FINAL CHECKLIST

For a letter requesting satisfaction......

- ☐ Have I asked for help or clarification?
- ☐ Have I made my own solution or wishes known in my close?
- ☐ Would a light, humorous approach be effective?

For a letter expressing partial dissatisfaction...

- ☐ Have I opened with praise for the overall situation?
- ☐ Have I outlined my dissatisfaction and stressed their solution?
- ☐ Have I reinforced my satisfaction in my close?

For a letter explaining dissatisfaction or disapproval...

- ☐ Have I made my dissatisfaction plain?
- ☐ Have I explained why I am dissatisfied?
- ☐ Have I offered my solution

For a letter demanding satisfaction...

- ☐ Have I expressed my anger briefly and clearly?
- ☐ Have I made emphatic explanations?
- ☐ Have I told my reader what satisfaction I expect?

For a third-party complaint...

- ☐ Have I explained my connection to the third party?
- ☐ Have I explained my understanding and opinion of the situation and any actions I have taken concerning it?
- ☐ Have I requested my reader's side of the story?

For a positive response to a complaint...

- ☐ Have I apologized, expressed concern, or admitted my blame?
- ☐ Have I explained how I propose to satisfy my reader?
- ☐ Have I closed with a reinforcement of the satisfaction I want my reader to have?

For a negative response to a complaint...

- ☐ Have I offered a token apology?
- ☐ Have I clearly explained why I can't offer satisfaction?
- ☐ Have I appealed to my reader's good sense and/or asked for his or her help in avoiding similar situations in the future?

For letters of protest...

- ☐ Have I opened forcefully with my protest or the background behind it?
- ☐ Have I given the reasons for my protest?

(adapted from Sharp: 1984)

Sample 1

9 Gulistan Colony
Rawalpindi

10 December 1993

The Station House Officer
Civil Line Police Station
Rawalpindi

Dear Sir

I am a resident of Gulistan Colony, which is situated on the outskirts of Rawalpindi City. I was perturbed to read in a section of the press that theft is on the rise in this area. In one night a number of houses have been broken into by burglars. This is certainly a matter of grave concern.

As a person responsible for the prevention of crime and maintenance of law and order, it is your duty to take effective measures for the elimination of this menace.

Thanking you.

Your faithfully

(CHIRAG DIN)

Sample 2

House No.100
Lane 15
Phase I
Defence Lahore

1 August 1993

The S.H.O
Defence Police Station
Defence
Lahore

Dear Sir

Subject:- **Security / Dacoit Problems**

I wish to bring to your attention a security problem faced by the residents of phase I, Defence.

A week ago, a neighbour's house was burgled and members of his family were injured. This is the third incident of its kind within the last month alone. The burglary has shocked and frightened the whole neighbourhood.

I hope that you will take notice of this serious problem and increase the level of security in the area.

Yours faithfully

(AMBER HAFIZ)

Vocabulary

Activity I (pair work)

Below are words and phrases concerned with **emotional reaction**. Find out their meaning using a dictionary or any other source. Discuss with your partner.

a. arrangement; surprise, astonishment.
b. horror, misery, amazement.
c. to be appalled, to be astounded, to be disgusted.
d. ecstatic, overjoyed, thrilled.
e. to be offended, to be put off; to hurt someone's feelings.
f. furious, speechless with anger; to be taken aback.
g. to be upset, to be dismayed, to be disheartened.
i. moving; touching.
j. to feel crushed; horror stricken.
k. perturbed, disturbed.
l. to be shocked, frightened.
m. anxious; worried.

Vocabulary

Activity 2

Read the two letters (sample 1 & 2) silently and underline word and phrases that express emotional reaction. Discuss with your partner the words which aptly describe the emotional state of

a. Amber Aziz of Defence, Lahore. ________________

b. Chiragh Din of Gulistan Colony, Rawalpinidi. ________________

Vocabulary

Activity 3

In the following sentences complete the blanks with words from Activity I -*

a. Last night I saw a romantic film which was ________________

b. As I came out of the cinema, I saw Rehana who I had thought was in America , you can imagine my______________________

c. I asked him how he was and he said that he was __________. He had neve: felt so happy.

d. When I expressed my __________, he was rather _______ because he thought I was being rnde.

e. This made me __________ because I am never rude. When he saw how angry I was, he apologized.

f. When I heard there had been a theft in the neighbourhood I was rather ____________________

g. The murder of a young schoolboy in our locality filled us with __________________________________

Reading Comprehension

Activity 4

Read the letter (sample I) silently and answer the following questions.

a. To whom is the letter and addressed?

b. Why is Chiragh Din disturbed?

c. Why does he feel that the officer to whom the matter is being reported to must take action?

Reading Comprehension

Activity 5

Read the letter (sample 2) silently, and answer the questions below :-

A. To whom is the letter addressed?

B. What happened a week ago?

C. What is Amber Hafiz's request?

Sample 3

The Residents
Ward No. 9
Kali Gali
Chak Kharbuza
Tehsil Sadar

14 December 1993

The S.H.O.
Thana Sadar

Sir

It is submitted that one Hashim Khan son of Lal Khan, resident of Ward No. 11, Chak Kharbuza is involved in drug trafficking in our locality. His activities are a source of constant anxiety to us.

Kindly do the needful and raid our locality of this menace.

Your truly

(GHULAB KHAN)
Councillor Ward No. 9
For residents.

Activity 6

Familiarization

Read the letter (sample 3) silently and answer the following question.

a. Who is Ghulab Khan?
b. What is his complaint?
c. What is the action he requests should be taken?
d. What action would you have proposed?

Role Play

Activity 7

Stage I

Divide yourself into groups of 6 to 8 students

- Discuss the problem of law and order in your areas of residence.
- List the problems.
- Select one area which needs immediate attention of the SHO in your area.
- Draft a letter on behalf of the citizens/residents of your area to the concerned SHO drawing his attention to the problem and requesting him to take necessary action Suggest a solution.
- Revise the draft and address the envelope. Exchange the letters between the groups.

Stage II

- Read the letter as **police officials**.
- Discuss the gravity of the problem and the suitability of the action proposed. Decide amongst yourselves the best line of action.
- Draft a reply to the residents of that locality assuring them of help and the action proposed. Also tell them that you plan to keep them in touch with the latest developments regarding the case.
- Revise the draft and address the envelope.

Stage III

- Now pin both the letter of request and reply along with envelopes on the notice board.
  The students and teachers read the display.
- If the letter discusses a problem in your locality post the letter to the concerned SHO. If you get a reply pin it on the notice board.

Stage IV

The teacher discusses the letters, and the workings of the groups in the **debriefing session.**

Listening and Oral Activity

Activity 8

Reporting an accident (pair work)

Your friend has met with an accident. His/her vehicle was insured. Complete the accident claim form with appropriate information by asking your friend, details regarding the accident..

Accident Report Form

Driver of Vehicle________
Full name________
Address________
Occupation ________ Date of Birth__________
Driving Licence No. ________
How long has the driver held the licence?__________

Vehicle

Registration No.________ Make________
Year of make ________
Is the vehicle owned by the insured?________
Is the vehicle registered in his name?________
Precise use at the time of the accident?________

State damage to the vehicle

Name and address of garage where vehicle will be repaired____

Is the vehicle at the garage now?____________
If not, when will it be taken?____________

Accident
Date____________ Time____________
Place____________ Town____________
Own speed____________ Width of road____________
Road and weather conditions____________

Was the accident reported to the police?____________
Name of police officer____________

Information Transfer

Activity 9

On the basis of the information on the Accident Report Form, write a letter to the SSP of your area reporting the accident.

Building up Exercises

Activity 10

a. You have lost your brief case. Write a **list of contents** to the police.

1. Important documents
2. ____________
3. ____________
4. ____________
5. ____________

b. Write a paragraph giving details of the exact situation (place and time and people around) in which the brief case was stolen to the police. Include the list of contents.

c. Write two or three lines on the action proposed.

d. Now write a letter to the concerned police official which includes in the middle body, the paragraph on the situation and list of contents. Before closing insert the paragraph on the action proposed.

e. Check the layout.

Sample 4

27/A Satellite Town
Rawaplindi

16th November 1993

The Deputy Superintendent of Police
City Circle
Rawalpindi

Dear Sir

Through this letter, I would like to draw your attention to a problem of Rawalpindi City which is a major source of inconvenience to the general public. I am a resident of Satellite Town, Rawalpindi, while my office is located at a distance of 8 kilometers on the Mall. I have to use the Murree road twice daily to commute to and for from my office. It takes me approximately 40 minutes to cover this short distance because the road remains choked with ill organised traffic.

While the road may not be very wide, I earnestly believe that this problem can be resolved by proper traffic management. Removal of encroachments by hawkers and vendors on both side of the road can help in minimizing this problem. Similarly, proper parking by public transport vehicles as well as by private cars and motorcycles can contribute to better flow of traffic.

Sir, as a resident of Rawalpindi city who has to daily undergo the mental torture of driving on this busy road, I beseech you to take personal congnizance of this acute situation and resolve this chronic problem.

Yours faithfully

(ASAD DURRANI)

Comprehension

Activity 11

a. What problem is faced by Asad Durrani?
b. What are his suggestions ?
c. What request does he make?

Building up Exercises

Activity 12

Replace the words phrases or sentences underlined in the letter (sample 4) with more appropriate ones.

Building up Exercises

Activity 13

Read the letter (Sample 5) silently and fill in the subject of the letter.

Sample 5

The Commissioner
Rawalpindi Division
Rawalpindi

Dear Sir

Subject: ______________________________

We want to draw your attention to an alarming and daring act of encroachment on main Murree Road by Sikandarabad Building near Waris Khan Wagons and Bus Stop.

Every one knows that construction is not allowed upto 20 feet from the main road, but in this case, a shop has been built overnight, which could not be possible without convivance, collaboration and patronage of concerned persons in the Municipal Corporation. This lawlessness is a naked negation of authority.

It seems as if all the rules and regulations and enforcement of law is for vendors, rehri hawkers and petty shopkeepers, whereas resourceful persons are above such laws.

Should we believe that our Municipal Corporation has become helpless in dealing with such cases of high handedness and we are leading towards Jungle Law?

Yours sincerely

Citizens of Rawalpindi.

Reading:Evaluation

Activity 14 (pair work)

Compare the two letters (samples 4 & 5) and note similarities and differences. Which letter do you feel is more effective? Give specific reasons.

Sample 6

15 Chaklala Road
Phase II Housing Society
Newpur

14th March 1994

The Assistant Commissioner
Saddar Newpur District

Dear Sir

I am a resident of Newpur and am the owner of fifty kanals of agricultural land in the revenue estate of Newabad, Tehsil.

A registered deed was executed in my favour for twenty five kanals of agricultural land, adjacent to my holding, on 17th July 1993. However, despite a lapse of nearly five months and several reminders the concerned Patwari has not incorporated this in the revenue record.

I shall be grateful if the matter is expedited and the Patwari is instructed to do the needful.

Yours truly

(IMAM DIN)

Shopkeeper

Activity 15 (group work)

Divide the class into groups of 6-8 students. Each group should discuss the hierarchy of government service in terms of office bearers giving their ranks and describing the responsibilities of one of the following:-

a. The Civil Service (District Management Group)
b. The Police Service.
c The Audits & Accounts Service
d. The Income Tax Service
e. The Custom Service
f. The Railway Service
g. The Postal Service

- Each group makes a diagram illustrating the service.
- One member of each group displays the chart and makes the presentation to the class .
- The chart is discussed and revised if necessary.
- The charts are then displayed on the notice boards for the next few days.

Familiarization

Activity 16 (pair work)

Who is a Patwari? Discuss with you partner and write one paragraph about his rank and responsibilities. You will get a fair idea after reading the letter (sample 6).

Vocabulary Work

Activity 17

Find the meanings of the following words or phrases from a dictionary or any other source and use them in sentences.

revenue record registered deed executed adjacent lapse incorporated expedited

Building up exercises

Activity 18

Complete the sentences. (Do not use material from the sample letters).

a. I am a resident of..............................
b. A registered deed was executed in my favor for ....
c. However despite a lapse of ....
d. I shall be grateful if ....

Building up Exercises

Activity 19

Write a letter to the Assistant Commissioner of your area using the above completed sentences. The letter should have three paragraphs corresponding to the sample letter 6.

a. An introductory paragraph stating the position or situation concerned.
b. The second paragraph or middle body stating the problem.
c. The third or final paragraph stating the request or solution offered.

Free Writing

Activity 20

Role Play

Assume the **role** of the Assistant Commissioner, Newpur District. Consider the request made by Imam Din in letter (Sample 5) and deciding on the merit of the case write a letter to the Patwari concerned with necessary instructions. Then write a reply to Imam Din and enclose copy of the letter to the Patwari. Address both the envelopes.

Sample 7

Dhoke Khabba
Sadar Newpur

14 December 1993

The Assistant Commissioner
Sadar
Newpur District

Dear Sir

It is brought to your notice that one Allah Ditta son of Muhammad Din, resident of Ward No. 5, Dhoke Khabba, Tehsil Sadar, Newpur, is slaughtering cattle for sale without a permit. This is adversely affecting the interests of the legitimate buchers of the area.

It is requested that a raid may be arranged and this illegal activity be put to an end.

Yours truly

Ch. Fazal Dad
Secretary
Butchers Union

Activity 21 (pair work)

Discuss with your partner what is meant by the term **illegal activity.** Draw a list with the help of your partner. Complete the list of five activities which need a permit in Pakistan.

1. Alcohol
2. ______
3. ______
4. ______
5. ______

Free Writing

Activity 22

Select any one illegal activity from above and write a letter to the Assistant Commissioner of your area/district reporting the illegal activity, and requesting him to take action.

Role Play

Activity 23

Exchange the letters written in activity 21 with your partner, and as the Assistant Commissioner read the letter that is addressed to you and write a **reply** clearly stating the action you propose to undertake.

Sample 8

Modern Colony Naseerabad
Peshawar Road
Rawalpindi

5th May 1994

The Deputy Commissioner
Rawalpindi

Dear Sir

Subject : Diversion of Waste Water of Industrial Unit to Residential Area.

1. We, the residents of Modern Colony, Naseerabad, Peshawar Road, Rawalpindi Cantt. submit that the waste water of a newly constructed flour mill, called the Pindi Flour Mill, has been diverted to the residential area of Modern Colony through the construction of an unauthorised drain along the road to Modern Colony.

2. The diversion of this waste water to our colony carries the risk of spread of disease besides causing danger to the low income housing in the area.

3. It appears that no survey for proper sewerage and drainage has been undertaken before the construction of this waste water drain. The Mill owners ought to have made separate and independent arrangements for the outlet of the waste water of this industrial unit instead of diverting it towards a residential area.

4. We, therefore, request that the Cantt. Board, Rawalpindi may kindly be directed to stop diversion of this waste water to our residential area. The steel pipe laid for the diversion of the water may please be removed.

5. The residents of this colony shall be grateful for an early action to save them from this misery.

Yours faithfully

(Haji Ghulam Muhammad)

Comprehension

Activity 24

Read the letter silently and answer the following questions by mentioning the number of the paragraph in each case and underlining the relevant phrase (s) or sentence (s) in the letter.

a) What is the main threat to the residents of modern Colony Naseerabad?

b) What is the risk involved?

c) What was the negligence of the millowner?

d) What is the request/solution offered?
To whom is it directed?

Activity 25 (group work)

Concern for the environment is one of the major challenges facing humanity today.

Stage I

- Discuss in groups of 6 to 8 students some of the major factors threatening environment today. Discuss both the micro and the macro aspect of the issue involved.
- Make notes and list the major issues. Select only one issue.
- Discuss the implications and suggest solutions.
- Make notes and write three to six paragraphs on it. Discuss the authority to whom the letter should be addressed. If it is for the public as part of **awareness building** address it to the letter to the Editor, otherwise to the concerned authority.

Stage II Draft a letter to the authority concerned including the three to six paragraphs as your middle body.

Stage III Revise the draft, correcting layouts, grammatical errors, punctuation, etc.

Stage IV One member of each group presents the letter to the class.

Stage V The teacher discusses the group activity.

Sample 9

House No U/147
Mohallah Shah
Faisal Bazaar
Rawalpindi

18th May 1993

The Commissioner
Rawalpindi Division
Rawalpindi

Dear Sir

Subject: Request for Issuance of Necessary Directive not to Deprive Widow of her house.

1. I, Mst. Ghafooran widow of late Sheikh Muhammad Umar migrated from India and am living in House No. U/147, Mohallah Shah Faisal Bazar, Rawalpindi since partition. My husband died 20 years ago. I have young daughters living with me and being a widow have no other shelter or support from any source. Unfortunately, my husband could not file the claim of this house as he was illiterate.

2. One Abdul Waheed purchased this house through an auction in the past which was not in our knowledge. I have now learnt that it was purchased for Rs. 25,000/-

3. Now Mr Abdul Waheed is forcing me to vacate the said house. Under the aforesaid circumstances I submit the following facts for your consideration:

   i. I am a widow and have no other property anywhere.

   ii. If the house is vacated from me, I shall be shelterless with my young daughters.

   iii. The house hardly has an area of 1- $^1/_2$ marlas and consists of only two rooms.

   iv. I have been requesting Mr Abdul Waheed to accept the nominal cost of this house by selling it to me but he is insisting that the house be vacated by me.

   v. I have a right for the purchase of this house having been resident in it for more than 40 years.

4. In view of above situation, it is requested that necessary direction may kindly be issued to the competent authority to ask the said person to refrain from getting the house vacated from me by force.

Yours faithfully

(Mst. Ghafooran)
Widow of late Sheikh M. Umer

Role Play

Activity 26 (oral activity)

Read the letter (sample 9) silently and study the arguments given by Ms. Ghafooran.

- Divide into groups of 6 - 8 students.
- **Enact a scene** in the Commissioner's office by doing the following.
- allocate these **roles** to members of the group: 1) widow 2) commissioner 3) Abdul Waheed. The rest of the group members assume the role of **observers**.
- The widow presents her case to the Commissioner orally. He/she may add to the existing arguments.
- Abdul Waheed presents his case and may also add to the arguments.
- The Commissioner on the basis of the arguments, issues instructions.
- The observers who have listened very carefully to the arguments presented and the Commissioner's instructions write a reply to the widow on behalf of the Commissioner.
- The whole group reads the reply and revises it by checking errors in the layout, grammar or spellings.
- All groups pin up their replies on the notice boards.

This is followed by a **debriefing session** by the teacher who discusses the role play and the letters.

Vocabulary Work

Activity 27 (pair work)

Find the following words/phrases in the dictionary or any or any other source and discuss the meanings with your partner to make sentences.

a) allotted
b) development
c) dispute
d) just
e) site
f) construction
g) chairman
h) compelled

Building up Exercises

Activity 28

The second paragraph of the letter (sample 10) states the problem faced by Dr. Abdul Razzaque. Delete the 2nd paragraph and write a new paragraph about another problem that would fit within the context of the letter.

Sample 10

Hyderabad
Sindh

19th Oct 1993

The Commissioner
Rawalpindi Division
Rawalpindi

Respected Sir

Subject: Application for Development of Plot No. 587 situated at Jhika Gali Development Scheme, Murree.

1. The Murree Improvement Trust has allotted to me plot No. 587 under the Jhika Gali Development Scheme but due to some dispute of the Trust with the local land owners, the development work (electricity, water, roads, etc.) on site has been suspended.

2. My wife is suffering since long from chest disease and the family doctor has advised us to keep her for three or four years at a hill station. Now I cannot undertake construction on the site owing to the existing dispute. The Deputy Commissioner Rawalpindi, who is also the Chairman of the Murree Improvement Trust has been approached on many occasions but nothing has been done so far.

3. It is, therefore, requested that the above mentioned plot may please by handed over to me after resolving the dispute and carrying out the necessary development works. I am compelled to say that I am being punished for no fault of my own.

Yours sincerely

Dr. Abdul Razzaque

Activity 29 (project work)

Various **development schemes** are undertaken by Government authorities. Do a project in groups about a development scheme suitable for a village with which you are familiar by doing the following.

Stage I

Read silently the letters (sample 11,12,13) to the Chairman Zila Council Rawalpindi, and Gujar Khan and to the Mayor Lahore, and familiarize yourself with the kind of **problems** faced in villages and small towns.

Working in groups of 6 - 8 members select a village or town for the project work.

Sample 11

Village Mumdot Shah
Kahuta

23rd Oct. 1993

The Chairman
Zila Council Rawalpindi

Dear Sir

Subject: Construction of Road From Village Mamdot Shah, Kahuta.

1. I am a school teacher in Government Middle High School, Mumdot Shah. I want to bring to your notice the difficulties and problems being faced by the residents of Mamdot Shah Village, which is only at a distant of 5 kilometers from Kahuta Town. There presently exists only a kuccha road between our village and Kahuta Town which is not serviceable owing to deep ruts.

The situation has become worse after the rainy season when our village has been almost totally cut off from Kahuta Town.

2. Our village has a population of more than two thousand persons, the majority of which commute daily between the village and the town for earning their livelihood. Hundreds of school children have to travel on foot or on tongas to attend educational institutions at Kahuta.

3. It is therefore, requested that the Zila Council may kindly include this project in the next year's development plan to redress this long standing grievance.

Yours faithfully

(Suba Khan)
Teacher Govt. School

Stage II

Do a **needs assessment** of the village town. (This can be done preferably by visiting the area concerned and interviewing the residents by noting the problems faced by them. Perhaps some of the group members belong to that village/town).

Draw a list of the development work required in that area and then select three or four areas which need to be developed on an urgent basis.

Stage III

Draft a letter to the Chairman Zila Council of the division concerned or the Mayor drawing his attention to the difficulties faced by the residents and suggest a development scheme.

Revise the draft

Stage IV

One member of the group presents the letter to the rest of the class.

The letters are displayed on the notice - board.

One letter is selected by the class and English teacher and posted to the Chairman Zila Council/Mayor.

Stage V

This is followed by a **debriefing session** in the next lesson in which the English teacher discusses with the students how enriching the experience was, the problems they faced, and suggestions for improving Project work. In the second part she discusses the reports i.e. content of the project work, particularly the:

a) Needs Analysis of the Village.

b) Proposals made.
Finally, he / she focuses the attention of the students on the spellings grammar and vocabulary of the Reports. Together they revise it.

Sample 12

Gali No. 2
Tippu Road
Gujar Khan

10th November 1993

The Chairman
Municipal Committee
Gujar Khan

Dear Sir

Subject: Acute Shortage of Water in Mohalla Jinnah Colony

I am writing to inform you, that we, the residents of Jinnah Colony, Tippu Road, Gujar Khan are facing acute shortage of water for the last many years. Due to a rapid increase in the population in the recent past, the problem regarding shortage of water has aggravated. We now have to wait throughout the day to get a bucket of water. Our women folk have to wait in queues for hours to get water for daily use.

It is, therefore, requested that a tube well may be sunk in our colony to meet the urgent requirement of the residents. It is requested that this project may be included in your next development plan.

Thanking you

Yours faithfully

(Abdul Sattar)
Resident of Jinnah Colony,

Activity 30 (discussion)

Discuss in groups who the Chairman of the Municipal Committee is and what his responsibilities are. Draw up a list of atleast ten problems that should be addressed to him.

a) ____________________ f) ____________________

b) ____________________ g) ____________________

c) ____________________ h) ____________________

d) ____________________ i) ____________________

e) ____________________ j) ____________________

Reading Comprehension

Activity 31

Read the letter (sample 12) silently and answer the questions below:

a) What is the **problem** confronting the residents of the Jinnah Colony?

b) What is the **solution** proposed?

Free writing

Activity 32

Write a letter of **reply** to the letter (sample 12)

Building up Exercises

Activity 33 (group work)

- divide yourselves into groups of 6 - 8 students.
- discuss one of the problems listed in activity 29.
- make notes and write one paragraph (1)
- discuss possible solutions
- make notes and write one paragraph (2)
- draft a letter to the Chairman Municipal Corporation **highlighting the problem** by using paragraph (1) and **suggesting solutions** by inserting paragraph (2).
- one member of the group reads the letter to the rest of the class.
- the letters are pinned on the notice board for display

Sample 13

572 M Zafar Road
Mughalpura Lahore

3 August 1993

Mayor
City Council
The Mall Lahore

Dear Sir

Subject: Removal of Rubbish Dumps

As a representative of my community, I wish to bring to your notice a serious problem being faced by the residents of Mughalpura. A vacant plot adjacent to my house is being used as a rubbish dump by the LDA.

This vacant plot used to be a playground for the children and youth of our neighbourhood. A few months back, the LDA trucks started dumping the area's waste there instead of outside the city. Within a few weeks, a recreational facility for our children was transformed into a breeding ground for flies and mosquitoes.

This is a cause for concern for the entire community. Repeated complaints to the local authorities have had no effect. We shall be grateful if the rubbish dumps are removed as soon as possible.

Yours sincerely

Fatima Anwar

Building-up Exercises

Activity 34

Read the letter (sample 13) by Fatima Anwar silently, making note of the following:-

a) the problem
b) its location and other details
c) the action proposed

- Write one paragraph on a problem faced in your neighbourhood.
- Write another paragraph giving further details of the problem.
- Write a third paragraph proposing a solution.
- Add your address, date, addressee, salutation, close, signature and name. The letter is now complete.

Sample 14

34 Clareville Mansions
Trebelwyn
Nr. Wadebridge
Cornwall

9th November 1986

Dear Mr Huntley

I am writing to you in your capacity as the Member of Parliament for this constituency about a matter which has angered and worried many of us who live in Trebelwyn and nearby.

We have always known about the Craven Hill government research station, two miles from this village, and until a month ago we had always believed that it was used for the purpose of agricultural investigation. But as you must be aware, the recent revelations in the Sunday Star, and the comments which the Prime Minister made, mean we now know for certain that Craven Hill is used for the development of materials for biological warfare.

A lot of us have become extremely alarmed by this, and we have formed a group called 'Craven Hill Action Group'. I am the appointed leader and I am therefore writing to you to ask for help. Many of the members of our group have very strong moral objections to the idea of biological warfare. It is frightening to realise that a small test-tube full of germs could destroy a whole civilisation. Even those, however, who do not feel strongly about this are determined to get the Craven Hill station closed down so that our families and children do not have to live in fear of some terrible accident.

We are asking, therefore, for your help. In two weeks' time we are holding an afternoon fete to raise money for our campaign, and in the evening some of our members will be putting on a concert. We were wondering if it would be possible for you to come and meet us, and may be give a speech since we know that you have spoken against nuclear and biological warfare, and you are a man whose outspoken views on this subject are well known. If you are not able to join us then we would like to come to London and visit you at the House of Commons, and we were wondering what day would be most convenient for you.

We are looking forward to hearing from you.

Yours sincerely

Kenneth Pringle
Craven Hill Action Group

Vocabulary

Activity 35

Find words or phrases in the text (sample 14) that mean:

a) position
b) an area that elects one member of Parliament
c) concerned with the land and farming
d) disclosures, surprising new facts
e) organise, put together
f) feelings that something is bad, against somebody's principles
g) an open-air sale run by people who are not shopkeepers, which tries to raise money

Oral Activity

Activity 36

Say whether the following statements about the text are true or false. If you think the answer is false, give your reasons.

a) Mr Huntley is a politician. True / False
b) Craven Hill investigates agriculture. True / False
c) All the villagers are members of the Action Group. True / False
d) Some members of the group think it is wrong to use biological weapons. True / False
e) The group thinks that Craven Hill endangers local people. True / False
f) The group wants Mr Huntley to play in their concert. True / False
g) The group wishes to arrange a meeting in London with Mr Huntley. True / False

Comprehension

Activity 37

Answer the following questions with complete sentences.

a) What is Mr Huntleys, position, and who does he represent?
b) What is biological warfare?
c) How could a 'small test-tube full of germs' destroy a whole civilisation?

Guided writing

Activity 38

Keeping the letter (sample 14) in view, write a letter to an MPA of your constituency, highlighting a problem in your area, and asking for his immediate attention.

Note

Talk to some inhabitants of your locality and locate a grave problem that needs to be redressed.

Guided Writing

Activity 39

Write a letter to the Post Master General **reporting loss** of a registered parcel that you sent to your friend.

Dont' forget to mention the following:-

- description of parcel and its contents
- your address and address of forwarding.
- the name and location of the post office from where it was registered and posted.

– Registration No. (Plus copy of the registration slip)

– Reminders and requests of any solutions or actions proposed, like claim for damages.

Guided Writing

Activity 40

Write a letter to the Manager of your Bank, **requesting information** to obtain a loan. Remember to include:-

- name of Bank and location in addressee.
- designation of the Bank Officer.
- your Account No.
- reason for the loan.
- the amount you require.
- securities against the loan.
- the interest against the loan.
- the instalments for repaying the loan.
- how soon will it be available?

Guided Writing

Activity 41

Write a letter to the General Manager Railways **complaining** about problems you encountered while travelling. Do remember to include:-

- day, date and time of journey.
- station of departure and station of arrival.
- the name of the train.
- the class and compartment you used while travelling and ticket no.
- the problem (s) you encountered.
- details regarding the problems .
- solutions proposed.
- your address or self addressed envelope if your expect a reply.

Guided Writing

Activity 42

You were travelling to Lahore from Karachi by PIA and on arrival your baggage was missing. Write to the Manager PIA Lahore **reporting the loss,** with a copy for Manager PIA Karachi.

Keep in mind the following points:-

- date, place and time of departure and flight number.
- your ticket and baggage no.
- date, place and time of arrival.
- response to previous enquiries if any?
- solution or action offered.
- claim for damages.
- description of baggage and content.

Guided Writing

Activity 43 (group work)

While working in groups discuss a problem you have faced regarding public utilities in the following areas

a. transport

b. electricity.

c. water.

d. gas

Select any one area and write to the Chairman/General Manager of the concerned Department

Do remember to include:-

a. exact location of premises.

b. date and time when problem was encountered

c. details of the problem

d. solution proposed.

e. request for help.

Free Writing

Activity 44

Select and do **a few activities** listed below:

a. The British government has stated an intention to increase fees for overseas students at universities and colleges. Write a letter of protest.

b. You have recently taken over as the Medical Officer incharge of a dispensary in a village, which is under-staffed and faced with an acute shortage of medicine. Write to the authorities concerned asking for an urgent supply of medicine, equipment needed and an additional staff.

c. As a student of a Government College write about shortage of teachers in your college and the problems faced by the students.

d. Working in groups do a project involving a Katchi Abadi near your college. List problems as a result of observation, research, and discussion with students. Suggest solutions. Write to the authorities concerned.

UNIT V

Business Letter

Once students know the form of a business letter, the teacher and students can select some communicative writing tasks from this section that leads them to practise this useful form. The writing of business letters is tied up with lessons of the **functions of language** (how to apologize, complain, inquire) and the pertinent **vocabulary and expressions** to use for these functions. Letter writing can be the outcome of a **role play and simulation.** There are various activities in this unit that can be used successfully for business letter writing so that students perform **real life tasks.** in which the students will check their grammar and spelling very carefully without ever being told by the teacher.

This unit has been planned keeping in mind the students' future or **target needs** especially in work places. Working in offices or commercial places or running their own small industrial units or being a consumer, many students will need the **Business English** required for effective letter writing of these types:-

Unit V A	Asking for Information Giving Information.
Unit V B	Ordering Products. Sales letters: Proposals/Counter proposals.
Unit V C	Making a Complaint Answering a Complaint.
Unit V D	Payments and Reminders.
Unit V E	Making Business Appointments. Making Business Reservations.

A section on **Telefax** explaining its layout and functions has been included to **familiarize** the students with modern and efficient ways of business communication which are popular and widely used. The teachers and students should however note that this is an advanced activity and is **optional study**. The students will not be examined on it.

UNIT V A

Asking For Information

Giving Information

The Don'ts of Requesting Information and Action

Don't Back into Requests

Direct requests are the best requests. Don't think our reader will be more apt to grant your request if you back into, it with polite formalities or unnecessary apologies.

Old-Fashioned Formalities

Business used to be a formal affair. Convention demanded that a business writer open a letter, especially a letter of request, with wordy formality and courtesies. Today such language is considered unnecessary and only frustrates a reader trying to get at the meat of your message.

Instead of writing	write
Would you be so kind as to tell me...	Can you tell me...
We are asking you to send...	Please send...
Please advise as to how...	How...
Pursuant to my conversation with...	As I discussed with
Would it be possible for me...	Can I...
I would be most appreciative if you would be able...:	Would you...

Every one appreciates courtesy, but **overly polite openings** imply a writer who isn't sure enough of his or her request or authority to write clearly and directly.

Unnecessary Apologies

When you make a request, don't emphasize apologies. They only remind the reader of the extra burden you are placing on him or her. Emphasize instead how your reader will gain from helping you.

Instead of writing	Write
I know you are busy with the year-end reports, but would it be too much trouble for you to compile a list of all the word processing capabilities you will need in your new division?	I'm sorry to bother you at a busy time like this, but we need a list of the word processing capabilities your new division will require next year. We are working hard to wind up this project

If this weren't a high priority matter, I would never bother you with it now, but we would like to wind it up before vacation. Again, I apologize for taking up your valuable time with our request. I hope it will not take you long.	before vacation so we can have the new system operating for you by March. Thanks for helping us get this long-overdue service.

Don't Ask Vague Questions

If you want specific answers to questions about a general topic, make your questions specific. If you don't, your reader will give you an answer to your questions as general as your question, and it probably won't do you much good. The vague question on the left will receive a general response that merely reflects the reader's specific concerns.

Instead of writing	Write
How do you feel about our new four-day week?	Is a three-day weekend worth four ten-hour workdays? Do you accomplish the same amount of work you did on the old schedule? Are you overly tired by the end of a workday?

Don't Use Meaningless Words

Words such as "facility," "function," and "operation" are so general that they hardly mean anything at all. When ycu use general words in a request, you may not get an answer because your reader won't understand what you are asking for. Be very specific regarding your requests for information and replace vague words with specific requests for information.

Building Your Own Informative Letters

Keeping customers, clients, and colleagues informed is an essential part of business. Without an adequate flow of information from seller to buyer, company to client, and colleague to colleague, business would come to a grinding halt.

Your letters and memos will keep business moving if you do three things. **First, state the basic information you want your readers to have. Second, support that information with any necessary explanations, examples, or instructions. Third, leave your readers with a clear understanding of what they should do next or what they can expect of you next, based on the information you have given them.** If you acknowledge your readers positively and give your information with confident authority, you can create a feeling of trust between you.

Planning Your Letter

Before you write a letter or memo giving information, do these three things:

1. State the essential information you want your reader to have in one short, simple sentence.
2. List any additional items your reader needs to know to understand the essential information fully.
3. Jot-down what you want your reader to do with the information and/or what action he or she can expect from you next.

Now begin composing your letter.

The Don'ts of Giving Information
Don't Draft Ineffective Form Letters

Considering the volume of correspondence necessary in modern business and the limited time you have to deal with it, form letters are a must. They save time and effort because they are general enough to apply to a variety of situations. But don't make them so general or impersonal that they lose their effectiveness. Customers are easily offended by form letters that are insufficiently informative or understanding.

Letters of Acknowledgment

Acknowledging a Communication from a Customer/Client

Always acknowledge communications from customers or clients, even when you can only tell your reader that his or her letter has been received and forwarded to another department.

Thank you for consulting us.
Your well-documented software
problem report has been
forwarded to our technical
support staff
for their consideration.

Acknowledge your reader's communication

You should hear from them within
four weeks. Please contact me if you
have further questions.

Indicate when a response is due

Acknowledging an Order

If the time between your customer's order and your processing of it is lengthy, put the customer at ease with an acknowledgment.

Thanks for the opportunity to
fill your surgical-supply needs
once again.

Show appreciation

We will process your order within the
next three weeks and mail it out to you
by the end of the month.

Assure your reader of your compliance

Acknowledging Prompt Payment

Thank you for your 32nd of
96 mortgage payments.
As always, we appreciate your prompt payment.

Confirm appropriate details

Acknowledging Late Payment

Thank you for your July mortgage payment of Rs. 5000.00. Unfortunately, however, we were not able to credit it to July because we received it after our posting period.

Give the bad news

Don't Tell All

Don't mistake quantity of information for quality of information. In an attempt to be clear, don't give your readers more information than they need. You will only bore them and confuse the issue.

Thank you for your letter of March 4. Your advice is making my move much easier than it might have been.

For family reasons, I will probably be staying in Muree until mid-summer. Upon my arrival in Lahore I plan on renting an apartment or a small house, although I understand this is not easy to find. Once I am established and have found work, it is very possible that I will be buying a house. I understand property in the Defence is an excellent investment.

Irrelevant, unnecessary, and boring!

I would like to know the approximate terms for a modest but comfortable two or three bedroom house in Defence. Please include minimum down payments and usual monthly payments.

This is the relevant material

Don't Let Your Words Betray You

A simple request can irritate your reader if you make it in an inappropriate tone. The reason for your request may be suspicion, indignation, or some other negative feeling, but don't let that feeling show. The **italicized words** on the left have an accusatory tone.

Instead of writing	Write
We have just received proof from the postal authorities that the soldering equipment we sent to you never arrived. Do you wish to reorder or have you filled the order elsewhere? Is there any better way of sending merchandise to you so it does not get "lost"?	*We have just received word from the postal authorities that the soldering equipment we sent to you never arrived. If you wish to reorder from us, can you give us an address that will ensure successful delivery? We don't want to inconvenience you further.*

Don't Presume

A request is just that, not a demand. Don't assume your reader will comply. Phrases such as "thank you in advance," "would you be so kind," and "we must ask that" imply that you expect compliance. they are reminiscent of the courtesies master once showed servants and gentry showed tradesmen. Such courtesy is excessive and condescending today. People in business consider each other equal competitors in free enterprise. Business is conducted in an atmosphere of give and take. In such an atmosphere excessive courtesy does not appease; it antagonizes.

Write, Don't Call

In this age of instant communication, you might choose to telephone requests instead of writing them. Think twice before you do. Unless your request is a simple, straightforward one, your reader may want time to consider it carefully. If you telephone a request for advice, you might lose your chances for deliberate, positive reply. If you telephone a request for service or intentions, your call may seem intrusive or

insistent. People give negative answers when they feel pressured.

Before you telephone a request in the interest of time, consider whether a positive response isn't worth a day or two of extra time. It usually is.

Final Checklist

In the beginning...

* Have I made a simple statement of my need or desire, or have I asked a question based on my need?
* Have I made direct reference to myself, my business, and my reader by using the words "I," "we," and "you"?

(adapted form Sharp: 1984)

Layout of Business Letters

Revision

Activity I

Read the **Business letter format and terminology** silently making note of the points:

Business letter format and conventions

Notice the following points .

Writer's address or company letterhead at the top or in the top right hand corner. The writer's name is not at the top of the letter.

Reader's name, position and address on the left. If you are writing to another country write the country in the address.

Date on the right. Various forms of the date are possible. (see IB)

Opening Salutation: Use the name of the reader if you know it, without the initial. If you do not, write **Dear Sirs** to a company, **Dear Sir** to a man, **Dear Madam** to a woman or **Dear Sir or Madam** if you do not know the sex of the reader.

Body of the Letter: Start a new paragraph for each new idea or subject Leave a line space between each paragraph. Do not break words at the end of a line.

Closing Salutation: **Yours faithfully** if you do not know the reader's name, **Yours sincerely** if you do.

Signature

Writer's Name and Title (and position in the company if appropriate). A man uses the title **Mr.** The title **Mrs** shows that a woman is married, **Miss** shows that she is unmarried, **Ms** shows only that she is a woman.

Block Style is the modern style - all paragraphs start at the left hand margin.

Punctuation: In modern business letters punctuation is not used in the headings and endings of a letter. Normal punctuation is used in the body of the letter.

Business Letter Terminology

Activity 2

The words underlined in the letter (sample I) are typical of Business letters. Read the letter silently paying special attention to the words and phrases underlined.

Sample I

30 Empire Drive
Manchester M6 2PQ

Mr Graham Davis
Assistant Manager
Transworld Freight Plc
74 Dockside
Manchester M15 7 BJ.

8 March 1983

Dear Mr Davis

I saw your advertisement for an Export Manager in the Daily **Herald** of 7 March and I would like to apply for the position.

I would be grateful if you could send me an application form and further information about the salary and working conditions.

I look forward to hearing from you in the near future.

Yours sincerely

Geoffrey Andrews

Building up exercises

Activity 3

Write a **letter of enquiry** about the job of the Manager of a travel agency in Pakistan. Use the same format and business letter terminology as in activity 1 & 2.

Asking for (Requesting) Information

Building up the letter

Asking for information. We also say requesting information.

A business letter is usually in **three parts.**

A. The beginning This says how you heard about the addressee.

We have seen your advertisement in	The Nation. The Friday Times. The Dawn. (Foreign Paper). The Financial Times. For East Business

or

I met your representative We saw your equipment cutlery/	when he visited Lahore at Expo Japan at the Hanover Trade Fair	this year. in June. last spring.

or

I have got your address from I have heard about you from You were recommended to me by	my teacher,Mr/Mrs/Miss. a business friend. Mr Razi Salahuddin. the British Council. the British Tourist. Authority.

Activity 4

Write four sentences like this.

___

___

___

___

___

___

___

___

___

___

___

Building Up Exercises

B. **The middle.** In this part you often give the exact reason why you are looking for further information.

Activity 5

Look at these sentences and write similar ones using the words given.

1) We have recently bought a restaurant and would like to replace the cutl...
We/moved into new offices/install new equipment.

____

____

We/expanded our business/stock a wider range of products.

____

____

2) We are now replacing our old machines and are interested in newer models.
We/expanding our premises/a modern shelving system.

____

____

We are renovating our store/a new air-conditioning system.

____

____

3) My hotel is being renovated and I am looking for new bedroom furniture.
Our offices/redecorated/new fitted carpets.

____

____

Our stock/expanded/new lines of stationery.

____

____

Next comes the request.

We would be grateful if you could please	send us/me	further details	more information.
		your latest brochure. Your catalogue lists of flats. addresses of hotels.	

Write two sentences like this.

C **The end.** This is what we often say at the end of a letter like this.

We look forward to hearing I hope to hear	from you	soon. in the near future.

Write two sentences like this.

(adapted form Myers: 1987)

Writing the letter

Activity 6

Use the **building up the letter** section to help you write a letter to **Ferozsons asking for information** regarding encyclopedias and try to use different sentences. Begin **Dear Sirs**.

Replying to a request for information

Building up the letter

Activity 7

A. The beginning

We acknowledge receipt of Thank you for We have received	your inquiry your letter	of 2 March. of 15 June. of 31 August.

Write two sentences like this.

____

____

____

B. The middle you give the information required, or enclose the prospectus requested.

We are pleased to enclose send you We have pleasure in enclosing sending you	our latest	catalogue. prospectus. leaflet. price list.

Write two sentences like this.

____

____

____

C. **The end.** You should always be ready to give the customer further information if he/she requires it.

If you	require further information have any	special request other questions	please do not hesitate to	contact us. write to us.

Note

If we write this sentence, we do end with **'We are looking forward to your reply'.**

Write two sentences like this.

____

____

Writing the letter

Activity 8

Now write a reply to your letter for Activity 6.

Language

Activity 9

Active and Passive

We use the passive a lot in letter writing, especially when the thing we do is more important than who does it.

A. We are doing something now. **Present Continuous**

Example: ***Active.*** *We are renovating our hotel.*

Passive. *Our hotel is being renovated.*

Passive is formed with is are + being + past participle.

Now you do it.

1. We are replacing our old typewriters.

____

2. We are redecorating our office.

____

3. We are expanding our premises.

____

4. We are installing a new switchboard.

____

5. We are stocking a wider range.

____

B. We have just done something. **PRESENT PERFECT.**

Example

ACTIVE. We have just/recently redecorated our offices.

PASSIVE. Our offices have just/recently been redecorated.

Passive is formed with has/have + been + past participle.

Now you do it.

1. We have recently renovated our staff canteen.

____

2. We have just replaced all our cutlery.

____

3. We have recently installed a new shelving system.

____

4. We have recently rebuilt our warehouses.

____

5. We have just expanded our range of products.

____

Vocabulary

Activity 10

Replace the words in **italics** with others from this unit which mean the same.

Example: We are ***making*** our department ***bigger.***

We are ***expanding*** our department.

1. If you ***want*** more information, do not ***wait*** to contact us.

____

2. We are going to buy new ***knives, forks and spoons***. (one word)

____

3. Typewriters, telex machines, calculators are all office ***machines***.

____

4. Mr. Tareen wants the company ***to put in*** a new switchboard.

____

5. I'll have to write off for some ***prospectuses***.

____

6. Do you have stock ***paper, pens, pencils and rubbers***? (one word)

____

7. We want to sell ***new lines*** of goods.

Vocabulary exercise

Activity 11

In this unit there are a lot of words beginning with **re-**. Do you know them all?

Example: ***an answer*** ***reply.***

1. to ask for ....
2. to need ....
3. to get (a letter in the post) ....
4. to throw away old things and get new ones ....
5. a short time ago ....
6. to make a building new ....
7. to tell something good about something ....
8. a place where you go to eat ....
9. to paint a room again ....
10. a person who represents a company ....

Little words out of big words

Representative How many smaller words can you find in this word? You can use each letter once only in your word. Examples: **AT, EAT, IT, SIT.**

If you find 10 words, good. 20 words, very . 30 words, excellent.

Vocabulary

Activity 12

A. Words in -ion

In this unit there are a lot of pairs of words like this:

verb: TO INFORM noun: INFORMATION
TO RESERVE RESERVATION
Find the nouns from the verbs given in brackets (Occupy)

1. **Install** Mr Tariq is interested in the ------------of a new switchboard.
2. **Confirm** We are waiting for --------------------- of their booking.
3. **Quote** We are happy to submit our --------------------------------
4. **Occupy** Mr Pervez's job is Sales Manager. This is his ---------
5. **Converse** We refer to our telephone---------------------of yesterday.
6. **Accommodate** Mrs Shahida Jamal is looking for a flat. She doesn't want hotel-----------------------------
7. **Indicate** The buyer gives you exact------------------------about how the goods should be packed.
8. **Hesitate** Mr Pervez decides to choose the Shell offer without -------------
9. **Collect** Waheed can offer a car delivery and ------------- service for small extra charge.

B. Now look at the two in IDE - ISION

10. **Complete** You usually pay for a service on ---------------- of the work.
11. In case you **Collide** with another car you take out an insurance called ---Damage Waiver.
12. Mr. Pervez **Decides** to accept the Shell offer. That is his ------------------.

C. Little words out of big words.

HESITATION How many smaller words can you find in this word? Each letter can be used once only in your word.

Sample 2

Pharmaceuticals

Internal Memorandum from
Adeeb Ahmed

Pharmaceutical Business
ICI Pakistan Limited
ICI House
5 West Wharf P.O.Box 4731
Karachi 74000
Telephone 200171/6
Telex: 2870 ICIP PK
23163 ICI PK
Telegram KEMICORP KARACHI
Fax: 021 - 2411739
Copies to

To
J.H.Malik

Your ref	Our ref	Direct line	Telex	Date
				6 Dec 93

PAINTING OF NICVD

I had discussed with you earlier the paint requirement of the National Institute of Cardiovascular Diseases (NICVD) Karachi.

The exterior of the building is to be painted and the approximate area is 90,000 sq ft. They have previously used Durocem which is in a bad shape.

As this paint is to be supplied free of cost, you had suggested giving utility paint to them.

I will be grateful if one of your staff members in Karachi is deputed to provide technical assistance and answer the following queries:

1. Is utility paint suitable for external use/application?
2. What quantities would be required to cover the area?
3. What would be the application procedure for use over cement paint?
4. When can the supplies be completed?

You are requested to please let us have this paint at cost as this will be a donation. An idea of approximate cost will help us make a donation proposal to the Board.

Sample 3

From
Khalid Mansoor

PAINTS BUSINESS
ICI PAKISTAN LIMITED
346 FEROZEPUR ROAD
LAHORE
Copies to

To
Adeeb Ahmed

13 Dec 1993

PAINTING OF NICVD

Reference your letter dated 6 Dec 93 to J.H. Malik.

1. Utility Paint is suitable for exterior use. However, please note it will have a limited life as the proper product for exterior use is Weathershield. Weathershield is four times the price of Utility Paint.

2. The quantity required to cover 90,000 sq. ft is 2500 liters. The cost of 2500 liters of Utility Paint will be RS. 93,940/-. This is after providing for a maximum possible discount.

3. The application procedure for use over cement paint is enclosed.

4. Supplies can be completed 20 days after the receipt of confirmed orders from your r ıd.

Kindly note that Utility Paint is available only in 5 colours (shade card enclosed) and we do not have the capacity to make any other colour. NICVD may be requested to select one of the colours from our shade card.

KM/mya

Encl:a.a.

Role Play

Activity 13 (pair work)

Read silently Mr Adeeb Ahmad's letter to Mr J.H. Malik (Sample 2) requesting information and Mr Khalid Mansoor's reply to Mr Adeeb Ahmed giving information regarding paints (Sample 3)

Keeping the two letters as models do the following activities.

- Working in pairs, one of you as the **head of an institution** writes a letter to the Marketing Manager of a textile company requesting information about a product you want to order. Your partner as the Marketing Manager of the above company writes a reply giving the necessary information. Remember to include:-

  a. items required.
  b. detail of products like cost, size, colour, etc.
  c. quantity required.
  d. when the supplies can be purchased.
  e. any other instruction.

Free writing

Activity 14

Read the two letters (sample 4 & 5) which are **replies** to letters requesting information. Now draft the letters requesting this information. Make sure all the question/requests are included in your letters for which information is given in the replies.

Sample 4

Mr D. Jackson
Chief Buyer
Silver Office Supplies Ltd.
London EC1 7AD

Your ref:DJ/TG
Our ref: AS/

17 January 1994

Dear Mr Jackson

We thank you for your letter of 13 January, in which you enquired about our range of electronic office equipment, and asked for detailed information about the SCROLL 2000 word processor.

Please find enclosed our current catalogue and price list, together with our booklet on the SCROLL 2000 word processor. We can assure you that this model is one of the best word processors on the market today, and would like to draw your attention to our five year guarantee and our trade discount of 20% off net price.

We would also like to suggest that you contact Mr Murray Nixon, our representative in London, at 97 Carlot Square, W1A 2AA, telephone 01 328 7911, to arrange a demonstration.

Yours sincerely

Akira Suzuki
Sales Manager

Sample 5

Dear Mr Schmidt

Thank you for your letter of 20 April enquiring, about our hand-made sofa-beds and other places of furniture.

We have pleasure in enclosing our latest catalogue and price list, together with our brochure on the sofa-beds. Please note that we are offering a 15% trade discount on the sofa-beds and 10% on all other items. We are glad to be able to inform you that we can deliver immediately from stock.

We shall be exhibiting our furniture at the Munich Furniture Fair from 3 to 8 March on stand 182. Our representative, Mr John Marsh, will be delighted to show you the sofa-beds and to answer any questions you may have. Please do not hesitate to contact us if you would like any further information. We look forward to hearing from you again.

Yours sincerely

(Ms) Georgian Dickenson
Managing Director

Note

Please add address in sample 4, and address, addressee, references and date in sample 5 to make the letters complete. This added information should correspond to the two letters you are drafting to which these letter are replies.

Simulation

Activity 15 (group work)

While working in four groups of 6-8 students do the following activities.

Stage I

One group acts as **a Food and Beverage company** and requests information from three companies (other groups) regarding a product which is used in the production.

Stage II

A copy of the letter is passed to the other groups which read the letter and discuss it .

- The three other companies draft replies giving information regarding the product.

Stage III

The replies are passed to the first group.

Stage IV

The first group then confirms the order. All letters are pinned on the notice board for display .

Stage V

Teachers and students discuss content of the letters and language structure, grammar, and vocabulary.

TELEFAX

In formal business communication telefax is used by commercial organizations. In the fast moving world where time is short telefax is a very effective and rapid means of communication. Companies may risk losses, if information pertaining to orders or details of deliveries are delayed. In this procedure a telefax message is prepared and fed into the fax machine of the company along with the Fax Nos. This message is directly received on the fax machine of the concerned company which may be thousands of miles away both within the country or abroad with no wastage of time. The reply to the telefax may again be fed into the fax machine and hence business communication is effectively and rapidly exchanged.

Familiarization

Activity 16

Read silently the telefax exchanges between **Mr Ijaz Ahmed of Shahtaj Sugar Mills Ltd.,** and **Mr A.Z. Pasha of Sumitomo Corporation** (Samples 6, 7, 8, 9, 10)

Sample 6 Telefax from Mr Ijaz Ahmed of Shahtaj Surgar Mills to Mr Pasha of Sumitomo Corporation, **asking for a quotation.**

Sample 7 Telefax from Mr Pasha to Mr Ijaz Ahmed **asking for further details of the inquiry** on behalf of their Tokyo head offices.

Sample 8 Telefax from Mr Ijaz Ahmed to Mr Pasha, **giving details of their inquiry:**

Note: *One Telefax from Mr Pasha to Mr Ijaz Ahmed quoting their prices is missing.*

Sample 9 Telefax from Ijaz Ahmed to Mr Pasha **requesting relaxation of prices** by Sumitomo Corporation.

Sample 10 Telefax from Mr Pasha to Mr Ijaz Ahmed **showing agreement** by their Tokyo Head Office to get L/C confirmed.

Note

The quick exchange of messages.

(The dates of telefax exchanges (Sample 6, 7, 8) are:-

Nov 21 - 1993
Nov 22 - 1993
Nov 23 - 1993

The dates (Sample 9, 10) are

Dec 4th - 1993
Dec 8th - 1993

a. Find the **dates** in the telefax exchanges in (Sample 6, 7, 8, 9, 10) and underline them.

b. **Layout**: Note the **layout of a telefax** in sample 6, and fill in the missing information from the telefax: (sample 6)

1. Left top Addressee
   Fax No. ______
   Total Pages ______
   Attn (Attention) ______
   Ref:- ______
   Dated ______
2. Address. ______
3. Title ______
4. Subject ______
5. Main Body ______

6. Closing ______
7. Name ______
8. Designation ______

c. Read the other telefax message (sample 7) and number the layout with above parts.

d. What **request** does Mr Ijaz Ahmed make in Telefax (sample 6) underline this request.

e. Note the information required in the telefax by Mr A.Z. Pasha (In sample 7), in order to meet the request by underlining it.

f. Read the letter by Mr Ijaz Ahmad (Sample 8) and underline the requirements given by him to Mr A.Z. Pasha.

Vocabulary

Activity 17 (group work)

In the telefax (sample 9) note acknowledgment of receipt by Mr Ijaz Ahmad and discuss and underline the words and phrases used in a telefax of this kind.

Sample 6

Addressee 1 | Address 2

To Fax No.	571189	**SHAHTAJ**
Total Pages:	ONE	SUGAR MILLS LTD.
Attn:	MR PASHA,	38-A, Zafar Ali Road, Gulberg-V.
	M/s SUMITOMO, LAHORE.	LAHORE - 540000 (Pakistan)
Our Ref:	SSM; ENQ;IMP.	
Dated:	NOV. 21, 1993.	FAX NO. 00-92-42-55711904

3

TELEFAX

4 **Subject**

CONVEYOR BELT

5 We require a belt 63 meters long for our new tandem which would be of 84" size. Kindly let us know if you can provide your quotation for a suitable belt for 84" conveyor.

The offer to be on C&F Karachi by sea basis, indicating price and freight separately.

6 Regards

7 **Ijaz Ahmad**

8 Executive Director

FACSIMILE	SAMPLE 7	Page No.

TO MR IJAZ AHMAD, EXECUTIVE DIRECTOR, SHAHTAJ SUGAR MILLS LTD., 38-A, ZAFAR ALI ROAD, LAHORE. (FAX No.(55711904)	Our Ref. F-LHRZP-307 Date NOVEMBER 22, 1993. **SUMITOMO CORPORATION** (INCORPORATED UNDER THE LAWS OF JAPAN) (FAX NO.042-5711897) 64-A MAIN GULBERG, LAHORE Mgr. Tel:875845-872825 Telex 44760 SUMIT PK

SUBJECT: CONVEYOR BELT.

In response to your Fax No. 55711904 dated Nov. 21. 1993, we received following reply from our Tokyo head offices:

Thanks for your inquiry. Please check following from Shahtaj Sugar:

1. Number of the ply.
2. Top cover thickness.
3. Bottom cover thickness.
4. Rubber grade (whether special rubber is required such as chemical resistant or heat resistant etc.)
5. Material of the Fabric.
6. Tensile strength.
7. Material they bring with the belt.
8. The name of the manufacturer for current installed belt.

Please reply to us of the above points at your earliest convenience.

Best regards

A.Z. PASHA
Resident Manager

Sample 8

To Fax No.	5711897	**SHAHTAJ**
Total Pages:	ONE	SUGAR MILLS LTD.
	MR A.Z. PASHA, R.M.	38-A, Zafar Ali Road, Gulberg-V,
Attn:	SUMITOMO, CORP. LAHORE.	LAHORE - 540000 (Pakistan)
Our Ref:	SSM; ENQ;IMP.	
Dated:	NOVEMBER. 23, 1993.	FAX NO. 00-92-42-55711904

TELEFAX

Sub: Conveyor Belt

Thanks for your Fax 55711897 dated 22.11.93 on the subject.

Presently we are using Dunlop abrasion resistant conveyor belt, superfort, 440/4 ply, covers 3.0 + 3.0 mm grade with rufftop gripface profile.

Our present requirement is as under:

Conveyor belt 63 meters long, for our new tandem which would be of 84" size, to convey shredded cane. 400/4 ply, abrasion resistant, rufftop gripface profile, having 2260 mm width and 10.5 mm thickness and 3 mm + 3 mm cover, with stainless steel bracing.

Regards

IJAZ AHMAD
Executive Director

Sample 9

To Fax No.	5711897	**SHAHTAJ**
Total Pages:	ONE	SUGAR MILLS LTD.
	MR A.Z. PASHA, R.M.	38-A, Zafar Ali Road, Gulberg-V.
Attn:	SUMITOMO, CORP. LAHORE.	LAHORE - 540000 (Pakistan)
Our Ref:	SSM; ENO;IMP.	
Dated:	Dec. 4, 1993.	FAX NO. 00-92-42-55711904

TELEFAX

Sub: Conveyor Belt

We thankfully acknowledge receipt of your tlx offer for conveyor belt, ref; ENH QJ-2326 dated Nov. 29, 1993.

We are in a position to establish irrevocable letter of credit through our bankers, United Bank Limited who have their arrangements with Bank of Tokyo Ltd., Tokyo. Additio... confirmation not possible. We establish letters of credit worth millions of dollars with simple Ls/C. Additional confirmation. Ls/C if required will be on beneficiary's account.

Please also see if the price can be relaxed to make it more competitive, enabling us to decide in Sumitomo's favour.

Please let us have your formal proforma invoice.

Regards

IJAZ AHMAD
Executive Director

Vocabulary

Activity 18 (pair work)

Note the terminology of a telefax by looking carefully at the words an phrases underlined in telefax 9. Discuss with your partner what they mean in business communication.

Note **abbreviations** used in a telefax.

eg. Sample 9: **tlx** is telefax
Ls/C. is letter of credit.

Controlled writing

Activity 19

In the telefax by Mr Ijaz Ahmed. (sample 9) a reference is made of the TLX offer for conveyor belt dated No. 29. With the help of samples 6,7,8, write this missing telefax on behalf of Mr Pasha, quoting their prices.

Facsimile

Sample 10

To:	Our Ref. F-LHRZP-315 Date DECEMBER 8, 1993
MR IJAZ AHMED, Executive Director, SHAHTAJ SUGAR MILLS LTD. LAHORE.	**SUMITOMO CORPORATION** (INCORPORATED UNDER THE LAWS OF JAPAN) (FAX No. 042-5711897) 64-A Main Gulberg, Lahore. Mgf. Tel: 875845-872825 Telex: 44760 summit pk.

Subject : CONVEYOR BELT

We thank you very much for your fax message dated Dec. 04.93 and we negotiated with our Tokyo office and manufacturers and their response is as follows:

1. Our Tokyo Head Office have agreed to get L/c confirmed at their expense.

2. Our Tokyo Head Offices negotiated with their manufacturer but could not get discount due to marginal profit in this business.

You are, therefore, requested to kindly establish L/c by Dec. 16.93, with validity until Apr. 15/ Apr. 30 for shipment/negotitations.

Best Regards,

A.Z. PASHA
Resident Manager

Comprehension

Activity 20

Read silently the two telefax (sample 9, 10) i.e, Mr Ijaz Ahmed request for a formal invoice and Mr A Z Pasha's reply to answer the questions below:

Sample 9

a) What is possible for them regarding payment?
b) Can they provide extra confirmation?
c) What is their request regarding price?
d) What do they want?

Sample 10

a) Does Mr Pasha confirm the L/C?
b) Does he offer a discount on prices?
c) What request does he make?

Simulation

Activity 21

Stage I

Divide yourselves into groups of 6-8 students

Name **group A**, as **Atlas Ltd.**, **group B**, **Khyber Ltd**. **group C**, **Riaz Ltd**. and **group D Imperial Book Co**.

Atlas Ltd. Khyber Ltd. and Riaz Ltd. are operating outside Lahore, in other areas of the Punjab. They draft a telefax to Imperial Book Co which is a publishing company. based in Lahore to get information about a new text book for Mathematics for Class X students. The enquiries should include datails like price, no. of pages, quantity needed, dates of delivery etc.

Stage II

Imperial Book Co. reads the telefax received by the three book shops.

The Imperial Book Co now sends a Telefax to the three companies giving information.

Stage III

The three groups discuss the information received and telefax a reply to Imperial Book Co. confirming or declining the order.

Stage IV

The teacher and students evaluate the telefax messages and discuss areas of difficulty.

UNIT V B

Ordering Products: Sales Letters



Questions

Look at these pictures from the catalogue and then answer the questions.

DK 112	Rs. 5500	1.	What is the catalogue number of the calculator?
555 WT	Rs. 4400	2.	What is the price of the cash register?
MS 146	Rs. 200	3.	How much is the desk?
OF 22	Rs. 2500	4.	Which item is catalogue number OF 22?
ZW 234	Rs. 900	5.	What is the catalogue number of the scissors?
F 23	Rs. 1700		
ST 198	Rs. 1800		

(adapted form Rimmer & Scott: 1983)

Proposals/Counter proposals

Ali found a picture of a portable typewriter. The catalogue number was 555 WT and the price was Rs. 4400.

Information Transfer

Activity I

Layout

Read Ali's letter to the Office Supplies Company

Sample 1

25 Barkat Street
Rawalpindi

14th April 1992

The Office Supplies Company
P.O. Box 70123
Islamabad

Dear Sir

Can you supply me with one portable typewriter, please?
The number in your catalogue is 555WT and the price is Rs. 4400.00

Yours faithfully

Ali Amin

Revision Layout

Activity 2 (pair work)

Ask your partner:

Who is this letter from?

Where is Ali's address on this letter?

Where is the date?

Who is the letter going to?

What is the company's address?

Where is Ali's signature?

Building up Exercise

Activity 3

Write another letter to the Office Supplies Company. You want to order a calculator. Put your address at the top of the letter and sign it at the bottom.

Activity 4

Ali posted his letter to the Office Supplies Company and after ten days he received an answer. Read the letter and write a reply on behalf of Office Supplies Company to the letter you wrote in activity 3.

Sample 2

Ref. YM/82/47

The Office Supplies Company
P.O Box 70123
Islamabad

21st April 1992

Mr Ali Amin
25 Barkat Street
Rawalpindi

Dear Mr Ali Amin

We thank, you for your letter of 14th April 1992. We shall be pleased to supply you with one portable type writer catalogue number 555 WT.

The catalogue price is Rs. 4400.00 but we shall be pleased to give you a discount of 5%. Transport charges of the typewriter to Rawalpindi will cost Rs. 100.00.

Yours sincerely

Yusuf Mubarak
Sales Manager

Revision: Layout

Activity 5

Reference numbers

How do you say the reference numbers on business letters?
How do you write them?
Example You say YM stroke eighty two stroke forty seven
You write YM/82/47.
Complete this table of reference numbers:

AA stroke eighty two stroke forty seven.
YM stroke eighty two stroke fifty eight
JR stroke eighty one stroke fifteen

Activity 6

What is the discount?

Example 5% of 4000 the discount is Rs.200/- ....

1. 10% of Rs. 900 - the discount is..
2. 8% of Rs. 2000 - the discount is ....
3. 7% of Rs. 500 - the discount is ....
4. 12% of Rs. 5000 - the discount is ....

Sample 3

Ali Amin wrote another letter to the Office Supplies Company.

Ref. AA/82/2

25 Barkat Street
Rawalpindi

26th April 1992

Mr Yusuf Mubarak
Sales Manager
The Office Supplies Company
P.O. Box 70123
Islamabad

Dear Mr Yusuf Mubarak

I thank you for your letter of 21st April 1982. Your letter reference number is YM/82/47.

I enclose with this letter a cheque for Rs. 4400.00 for the portable typewriter, catalogue number 555 WT, and the cost of transporting it to me.

Yours sincerely

Ali Amin
Enc. Cheque

Comprehension

Activity 7

Questions

1. What reference number has Ali put at the top of his letter?
2. What is the date of this letter?
3. What is Ali enclosing with this letter?

Language Work

Activity 8

Complete the following sentences (Do not use phrases or sentences from sample letters).

a) Can you supply __________

b) The catalogue no __________ and price__________

c) Please send __________

d) I thank you for your letter of __________

e) I enclose with this letter __________

f) your price must include __________

g) If we receive your __________

h) __________ made to our design and specification

Vocabulary

Activity 9 (pair work)

Find out the meanings of the following words in a dictionary or any other source. Discuss them with your partner

supply catalogue discount memo	questions delivery order specification

Language Work

Activity 10

Write one or two paragraph (s) which is the main body of a letter to a supplier ordering furniture for your office using atleast six of the words in activity 9.

Building up Exercise)

Activity 11 (pair work)

Fill in the order form below and pass it to your partner to write in a letter form.

Order	Bright Office Supplies 13 Millat Street Telephone hotel 26721 Telex 81259	
Please supply and deliver		
Qty.	Description	Unit price
Deliveries accepted only against our official order Please quote order no & date	Signed: Purchasing officer	

Sentence Completion

Activity 12

Read samples 4 and 5 silently and make a note of the underlined phrases and sentences.

Complete the following sentences:

(Do not use phrases or sentences from sample 4 or 5 but make them on your own).

1. We have seen your advertisement for ____________
2. Please send us your ____________
3. Quoting your most competitive prices for ____________
4. We are particularly interested in ____________
5. We would therefore appreciate ____________
6. We look forward ____________

Sample 4

Shanan Computers
1-33 Kitashinjuku 7 chome
Shinjuku ku
Tokyo 160
Japan

Your ref: DJ

13 January 1994

Dear Sirs

We have seen your advertisement for computers and word processors in the December edition of The Modern Office.
We are a large company which specialize in the supply of offices equipment to companies throughout the United Kingdom.

Please send us your latest catalogue for your complete range of electronic office equipment, and a price list, quoting your most competitive prices for bulk orders. We are particularly interested in the Scroll 2000. so we would appreciate it if you would enclose more detailed information about this particular model.

We look forward to hearing from you soon.

Yours faithfully

David Jackson
Chief Buyer

Sample 5

The New Art Manufacturing Company Ltd.
96-98 Wood Lane
Chiswick
London WSA 3EU

18 April 1991

Dear Sirs

We have read your advertisement for hand made sofa beds in The Guardian of 15 April.

We are a small but expanding company which specialize in the sale of well designed modern furniture. We are particularly interested in your sofa beds, but would like more information about your complete range of hand made pine furniture.

We would therefore appreciate it if you would send us your illustrated catalogue and latest price list, including detailed information about possible cash and trade discounts.

We look forward to hearing from you

Yours faithfully

Johann Schmidt
Chief Buyer

Free Writing

Activity 13

While travelling in the U.K. you come across this advertisement. Write and enquire about a bulk order you may want to place for your own company. Use letters (Sample 4 and 5) as models.



Your letter must be correctly set out.

Planned Free Writing

Activity 14 (pair work)

Read Mr Dogar Shah's letter (Sample 6) and do the following:

- Draw up a list of drugs for Mr Dogar Shah and attach it to his letter and pass it to your partner.
- Write a reply to Mr Dogar Shah's letter.

Planned Free Writing

Activity 15

The letter by Ahmed Fazal (Sample 7) of Sitara Textiles Ltd. is a reply to Haji Karim Bukshs' letter. Write a) the first letter that Sitara Textile Mills send to Haji Karim Buksh with their winter products and b) the response of Haji Karim Buksh to their first letter.

Sample 6

Health Care Center
Godho Abbotabad

2nd Aug, 1993

Mr Charagh Din
Sales Manager
Fazal Din and Sons
Druggist and Chemists
The Mall
Lahore.

Dear Mr Din

Order no 123 : Medicines

Our local rural health care center needs a supply of the enlisted drugs urgently.
Our supplies have run short due to a recent epidemic
We would appreciate if you would kindly deliver the drugs at the earliest opportunity.
We hope that you will comply and oblige

Yours sincerely

Dogar Shah
Resident Doctor
Enc: list of drugs

Sample 7

Our ref sc/ms.
Your ref HB/ns.

Sitara Textile Ind.
Faisalabad
Pakistan

2nd Aug 1993

Mr Haji Karim Buksh
Managing Director
H. Karim Buksh and Sons
Empire Centre Lahore

Dear Mr Buksh

Order No. 10 : Sample of Winter Products

We are pleased to hear that you approve of our winter products and have placed a sample order.

A consignment of 20 samples have been despatched. We hope that the quality of our products will satisfy the tastes of both you and your customers.

We look forward to doing business with you in the future

Yours sincerely

Ahmed Fazal
Sales Manager

Enc prospectus/order form

Free Writing

Activity 16

Bring some cuttings of advertisements to class and pin them on your class notice board for display. Select one item that you world like to purchase and place an order.

Business Procedures and Terminology

MEMO

(adapted from Rimmer & Scott: 1983)

The Production Manager Mr Masoud, talked to the designer and the General Manager about storage boxes for the desks. Then Mr Masoud sent a **memo** the buyer.

Sample 8

Ref no PM/82/37

TO:	Mr Patel Buyer
From:	Masoud Production Manager
Date:	21st September 1992.
Subject:	We need stronger boxes for the desks. Our designer will give you a drawing and description of a stronger box. Will you please obtain quotations?
Signature:	Masoud Production Manager

Comprehension

Activity 17:

Questions

1. Who is the Buyer?
2. What does Mr Masoud want to order ?
3. What is the request to the Buyer?

Quotation

Mr Patel got the drawing and specification from the designer and then he wrote a letter to the Box Company in Karachi.

Sample 9

Dawn Furniture Factory
Lahore
P.O. Box 30777
Tel: 609812

Our ref: P/82/23

The Box Company
P.O. Box 70154
Karachi

Dear Sirs

We should be pleased to receive your quotation for supplying 1000 strong cardboard boxes. A copy of the design and description is enclosed with this letter.
Your price must include delivery to this factory.

Yours faithfully

S. Patel

Mr Patel's letters is called an **enquiry**. He sent his enquiry to a) the Box Company and to b) the Box and Carton Company and to c) the Kamil Boxes and Bags Company

Comprehension

Activity 18

Questions

1. What did the Production Manager want Mr Patel to do?
2. Mr Patel's letter is called an enquiry. How many enquiries did Mr. Patel send?
3. What did Mr Patel enclose with his enquiry?
4. How many boxes does Mr Patel want?
5. What must the price include?

Mr Patel got three answers to his enquires. This is the answer from the Box Company.

Sample 10

The Box Company
P.O.Box 70154
Karachi
Tel: 331567

Your ref. 82/23
Our ref Q/82/16

25 Sept. 1983

Dawn Furniture Factory
P.O. Box 30777
Lahore

Dear Sir

We thank you for your letter of 21st September 1992 and we are pleased to. send you our quotation for the following:

1000 (One thousand) strong cardboard boxes made to your design and specification.
Our price for this job is Rs. 20,000. Our price includes delivery of the boxes to your factory. We can give you 20% discount for prompt payment.

If we receive your order promptly. we can make the boxes and deliver them within two weeks.

Yours faithfully

A.A Hilal
Sales Manger

Comprehension

Activity 19

True or false?

1. The Box Company can make 1,000 strong cardboard boxes and the price will be Rs. 2,000.
2. The Box Company can deliver the boxes to the furniture factory.
3. The price includes delivery.
4. For prompt payment the furniture factory will get Rs. 100 discount.
5. A.A Hilal is a Sales Manager at the furniture factory.

Mr Patel read the quotations from The Box Company, the Box and Carton Company, and the Kamil Boxes and Bags Company. Then Mr Patel drew a chart:

Table 1

Name of supplier	enquiry sent	Quotation received	Price	Delivery	Discount
Kamil Boxes and Bags Co.	21.9.83	28.9.83	22,060.00	One month	5%
Box and Carton Co.	21.9.83	30.9.83	22,200.00	three weeks	3%
The Box Co.	25.9.83	29.9.83	20,000.00	two weeks	20%

Building up Exercise

Activity 20

Keeping the letter from Mr A. A. Hilal with their quotation as a model, draft two letters on behalf of Kamil/Boxes Bags Co. and Box and Carton Co, incorporating information from the table.

Activity 21

Questions

Read the chart and answer these questions:

1. Which company quoted the lowest price?
2. Which company quoted the highest price?
3. Which company can give the earliest delivery?
4. Which company can give the best discount?
5. Which is the best quotation?

Mr Patel chose the best quotation and then placed an order with the Box company.

Sample 11

Our ref. 0/82/58
Your ref. Q/82/16
Order No. 82/58
The Box Company
P.O. Box 70154
Karachi

Dawn Furniture Factory
P.O. Box 30777

4th October 1983

Dear Sirs

Thank you for your quotation dated 25th September 1983, reference number 82/16.

Please supply 1000 (one thousand) strong cardboard boxes made to our design and description at the price Rs. 20,000 final, less 20% discount for prompt payment.

Deliver to our factory in Lahore.

Yours faithfully

S. Patel Buyer

Activity 22

Complete each sentence with a word from the list below.

The production manager sent a ________ to the buyer. The buyer sent an ________ to three companies. The three companies sent ________ to the buyer. The buyer chose the best quotation and then he sent an ________ to the Box Company.

quotations memo order enquiry

On the 18th October 1992, a lorry arrived at the Dawn Furniture Factory in Lahore and the driver went to the reception office. He gave the receptionist a **delivery note**.

Sample 12

Delivery Note Number 213

FROM : The Box company
P.O. Box 70154 Karachi
Tel: 331567
Date 18th October 1992

To. : Furniture Factory
P.O. Box 30777 Lahore

Please receive

One Thousand Strong cardboard boxes made to your design and specification

Received by:

Simulation

Activity 23

Keeping the letters (Samples 8,9,10,11,12) and table I as models do the following.

Stage I

- The class divides into five groups.
- Group A acts as **Sandoz Co.** who wants to purchase raw materials used for the production of certain medicines.
- Group B acts as **Azad Pharmaceuticals** (The buyers)
- Group C as **Rehman Pharmacy**,
- Group D as **Shama Pharma**
- Group E as **Haider Pharmacy.**

Stage II

They do the following.

- **The Production Manager** of **Sandoz Co** (Group A) writes a **memo** to the buyer of his company **Azad Pharmaceuticals** (group B) expressing the need to purchase 50 gallons of hydrogen for the production of certain medicines.
- Group B **(Azad Pharmaceuticals)** writes to Group C **(Rehman Pharmacy)**, Group D (**Shama Pharma**) and Group E **(Haider Pharmacy)** send **quotations** for the order. Copies of the letter by **Sandoz Co.** is enclosed.
- All companies send their quotations along with discount offers to **Sandoz Co.**

Stage III

Sandoz Co. (Group A) now prepares a **table** of the four quotations like (table 1) looked at earlier.

Stage IV

Sandoz Co. (Group A) select the best offer and writes and places an order with the Pharmacy for the supply of the item.

The concerned Pharmacy send back the goods along with the **delivery note.**

Stage V

The entire correspondence i.e. exchange of letters by different companies is pinned on the notice board for display according to the order dates.

Stage VI

In the next lesson the teacher discusses the simulation and suggests improvements.

UNIT V C

Letters of Complaint

Making A Complaint

If you wish to defend your rights as a consumer or make yourself heard when you are dissatisfied about something, it is often necessary to write a letter of complaint. It can sometimes be sent to a newspaper, but you will usually send it to the person responsible for your problem (e.g. the owner of the restaurant if you complain about a meal, the manufacturer for something you bought, etc.)

Familiarization

Activity 1

Have you ever written a letter of complaint? When might you write in a formal letter of complaint? Tick if appropriate.

- When you have been sold poor quality goods.
- When a train was late.
- When you had something stolen.
- When you didn't receive something you had ordered by post and paid for.
- When your neighbors made a lot of noise.
- When you had a bad meal in a restaurant.
- When you want to pay your electricity bill and the official concerned was not on duty.
- When you had a fight with your best friend.

Building up Exercise

Activity 2 (pair work)

In pairs, complete the letter of complaint (sample 1) that you would send to a firm for tricking you through an advertisement of a special offer in the paper.

Sample 1

22 Shahrai-i-Quaid-e-Azam
Lahore

16th May 1994

The Sales Director
OMNIPAK
Ferozepur Road
Lahore

Dear Sir or Madam

I saw your advertisement for ____________ in the **Pakistan Times** last week and immediately sent an order to ____________________ Imagine my surprise when

all I got in return was __________________ ! I could understand a mistake but in this case your advertisement deliberate, since a friend of mine also got the same result.

I think its a shame to promise an __________ when in fact ________________. Instead of saying _____________ you should ___________ And what about only Rs. 100/-

I regard your advertisement as a serious deception and demand that you refund me __________ immediately otherwise I will take active steps to make sure the Consumers Association hear about it

Yours faithfully

Saba Anjumn

Familiarization: layout

Activity 3

In what order are the following points mentioned in the letter? (Write 1,2,3, in the appropriate boxes).

asking that something be done
complaining/expressing one's dissatisfaction
explaining the situation

Underline the expressions used in the letter in order to complain.

Language Work

Activity 4

Here are some other expressions that would have been more appropriate. Exchange these with similar ones in the letter (sample 1)

I am not going to accept/put up with/let this go.
I should like to know what you intend you are going/to do about it.
You attitude is deceitful/negligent.
I don't see why you....................................
It's high time you did something........................

Language

Activity 5 (pair work)

Here are some of the other possible components of a letter of complaint. In pairs, tick those that you think are essential or useful to include. Note the order of appearance (1,2,3, etc) of the items. If you think two items are interchangeable, give them the same number.

- the date of the occurrence or purchase
- how much you paid
- the item of the occurrence or purchase

- your feelings on the subject
- a threat to report the person responsible
- a demand for compensation
- a recommendation as to what should have been done instead
- details of inconvenience to yourself
- where you bought the items/the event took place
- personal information about yourself
- insults

(adapted from: Myers 1987)

Building up exercise

Activity 6

Think of some of the sentences you may use for letters of complaint and write some of these.

A. Refer to the order/date

You will probably write the order as a heading

Dear Sir Our order of 21st May We refer to ...

Dear Mrs Wazir Ali **Re:** Order 3721-X We have received..

If you do this then you can write.

we refer to the **above** order/The **above** order has now arrived.

1)

We refer to the	above order desk diaries copper pans electric plugs staplers	which we received today which we ordered from you in May

2)

We have now received the	glasses autospare parts consignment of parts delivery of cameras	which we ordered in May	has have	now arrived

Write two sentences like (1) and (2)

B **Mention the general problem.** There are many different possibilities here.

Unfortunately	this order has not yet arrived we have not yet received this order

Write one of these.

on examining/ opening when we examined/ opened	the	consignment order deliver	we noticed that	some of the goods were you did not send us	broken bodly demaged defective, missing requested/ ordered

Write two sentences like this.

(2)

However, when we examined the	dresses stationery paint	we noticed that	the goods the quality	was of inferior quality is inferior to the sample sent to us.

Write two sentences like this.

C. **Point out the exact mistake**

you have sent us 200 elephants instead of 200 kangaroos.

We asked for twenty size 10 and fifteen size 12. You have sent us five size 10 and twenty five size 12.
Instead of twenty four large staplers B100 you have sent us only twenty.

We expected first quality material. Instead you have sent dresses made of poor quality material.

The goods were not correctly packed and the glasses have been broken/books have been damaged.

Write two sentences like this

D. Say why you need the goods and **ask them to send replacements** of the correct goods.

and we would ask you to send us the	correct items replacement	as soon as possible. by return of post. without delay

Write two sentences like this.

____

____

____

____

E. In serious cases you may have to **give a deadline** or may even decide to stop doing business with a supplier if he doesn't improve.

If we do not receive the goods by If you are unable to supply us by If this happens again	1 December the end of the month 31 st March

We regret that we will be obliged to/cancel the order and place future orders else where/look for another supplier.

Write two sentences.

____

____

____

Planned Free Writing

Activity 7

Write one or more letters of complaint which would be appropriate to the situations below.



Language Work

Activity 8

Active and Passive

A things that often happen. **Present simple**

Example *Active People make mistakes*

Passive Mistakes are made

Passive is formed with is/are + past participle.
Say what often happens with goods.

1. People send the wrong goods.
2. They forget orders.
3. Someone loses an order.
4. They steal goods.
5. People pack articles badly.
6. They break fragile goods.
7. They don't dispatch the correct items.
8. People mix up orders.

B. Something that happened once last year, or yesterday. **PAST SIMPLE.**

Example: *Active: Someone forgot the order*
Passive: The order was forgotten.

Passive is formed with was/were + past participle.

Mr Tariq is talking to a business friend. Put the conversation into the passive.

Yes, I can tell you we had a lot of problems last year. I remember that..

1. *People made a lots of mistakes and sent inferior material.*

___

2. *They forgot a lot of orders and didn't pack fragile items well.*

___

3. *They mixed up several orders and dispatched poor quality dresses.*

___

4. *People broke some goods and stole other goods.*

___

5. *We wrote dozens of letters of complaint!*

___

Language Work

Activity 9

Conditionals

Sentences with **if** and **unless** for things which will happen.

This sort of sentences (called conditionals) has two parts.

Example

If we receive your order by next week, we will grant a 10% discount.

Write these sentences out in full.

1 If this (happens) again, we (be obliged) to place our orders elsewhere.

2 If the consignment (arrive) late, it (cause) a lot of inconvenience.

3 I (book) the hotel room unless he (tell) me not to.

4 You (have) to replace your switchboard if it (be) getting too old.

5 We (arrange) for a car to meet you if you (let) us know of the time of arrival.

6 If you (return) the damaged goods, we (replace) them immediately.

7 Unless we (hear) from you, we (assume) that this arrangement is convenient.

8 Unless the service (improve), we (start) looking for another supplier.

9 We (cancel) the order if the goods (not/arrive) on time.

10 I think we (go) bankrupt if business (not/improve) soon.

Vocabulary

Activity 10 (pair work)

Look up the meanings of the following words in a dictionary or any other source. Discuss with your partner.

dissatisfied manufactures immediately deceitful components occurrences purchase demand compensation inconvenient consignment	damaged quality first quality goods damaged replacement fragile supplier bankrupt cancel obliged

Planned Free writing

Activity 11

Write a letter of complaint with atleast 10 words form the above activity.

Planned Free writing

Activity 12

You bought a watch from Ali and Sons but it does not work properly. You return it to them by post. Write the letter you would send with the package. The address of the firm is:
56 Mall Road
Lahore

Free writing

Activity 13 (pair work)

- Divide yourselves into groups of 6-8 students.
- Discuss amongst yourselves problems you may have faced regarding consumer goods.
- Select one problem and draft a letter of complaint
- Revise the draft for spelling and grammatical error and present it to the class.

2. Answering A Complaint

When you receive a letter of complaint you must find out how the mistake was caused and inform your customer straight away. You also tell him what action you are going to take. Perhaps you will have to send him the goods by air to reach him in time. You will also tell the customer to return the wrong goods to you at your expense. However, in some cases, because the cost of packing and forwarding is so high , you may decide it as cheaper to let him keep the wrong goods but at a much reduced price.

These letters are called **letters of adjustment.**

You must also apologise to your customer for any inconvenience caused. Look at the reply to a letter of complaint (sample 2).

Sample 2

Wonderland
Drigh Road
Karachi

Dear Mr Tariq

2 July 1994

Re: Order K490

Thank you for your letter of 15th November, in which you say that you received fifty toy elephants instead of the fifty toy kangaroos that you ordered.

We have looked into the matter and found that an error was made in our dispatch department.

The fifty toy kangaroos have now been sent by air freight and you should receive them within a week.

With regard to the fifty toy elephants, you can either return them to us (for which we will naturally pay all expenses) or you can keep them for sale. If you decide to do this we will offer a 25% discount on our list price.

We sincerely apologise for any inconvenience caused and hope that you will agree to one of these proposals.

Yours sincerely

Rina Sattar
Sales Manager

Familiarisation: Layout

Activity 14

In what order are the following points mentioned in the letter (sample 2) ? (write 1, 2, 3, 4, 5, in the appropriate boxes)

- ☐ You offer to put the matter right
- ☐ You refer to the problem.
- ☐ You apologize.

Building up the letter

Activity 15

The letters answering a complaint are longer and are built up in few parts.

A. Your refer to the problem.

We refer to your letter of ....in which you say that

the (goods)* (articles)*	ordered have not yet arrived. received are not what you ordered.
three of the (machines)*	received are defective / faulty.

You received	100 liter of R 102 red paint instead of R 103. only 15 dresses instead of 25. 20 size 42 rubber boots instead of size 44. 600 bars of chocolate instead of only 60.
the quality of the goods you received is not the same as that of the sample.	

* Write the name of the goods etc here

Write three sentences.

____

____

____

B. **A delay in delivery.**

If there is a perfectly good reason for the delay, say so, for example, a fire in your warehouse, exceptionally bad weather, floods, a strike, illness among the staff.

(1)

This delay was	caused by industrial action due to	a dispute a fire	a strike at one of our factories. a flood	at our suppliers in our workshop. in our warehouse.
			an outbreak of flu among our staff.	

(2)

Fortunately,	production is now back to normal. work has now resumed. the staff have now gone back to work.

Write two sentences from (a) and (b)

A mistake in the order *(This can also be used for a delay if there is not a good reason.)*

We have	looked into investigated	your complaint and found that it was the matter	caused by due to	a computer error dispatch an error oversight	packing in our sales	forwarding	departure

Write two sentences.

____

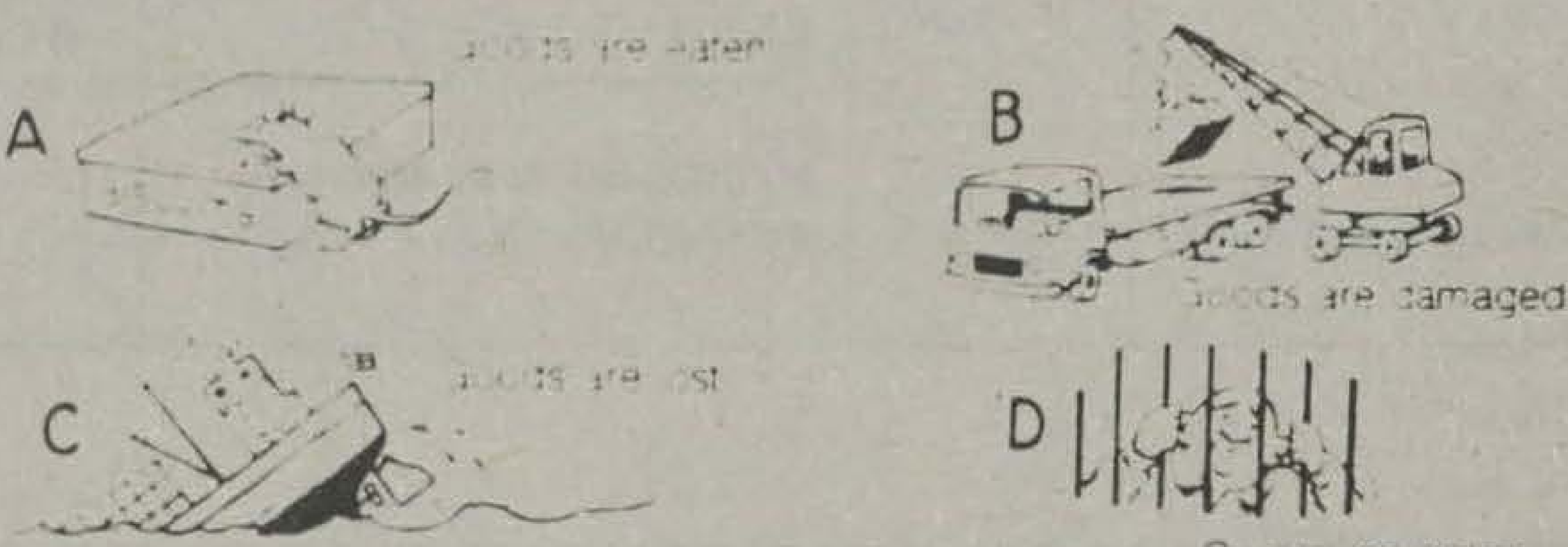
____

____

____

If you want to hide the real reason for the problem (your boss has been sitting on the order for three weeks, you have lost the order, thrown it away by mistake, or filed it in the wrong place), you can write

it was	caused by due to	an oversight on our part circumstances beyond our control



Circumstances beyond our control

C What you propose to do

The right goods Boots of the correct size The correct number of pans The replacement articles The 'Falcon 25' typewriters	have now been	forwarded despatched	to your and you should receive them by	next week 23rd March the end of the month

With regard to Regarding	the	wrong size goods incorrect articles defective machines wrong colour paint unwanted articles	you can return them to us. If you decide to keep	them it	we will offer you 2	10% 20% 50%	discount on our list price

Write two sentences

D Apologise

<table>
<tr><td rowspan="3">We apologise
for any inconvenience
caused by this</td><td rowspan="3">delay
error
oversight</td><td rowspan="3">and hope that</td><td colspan="3">it will not happen again</td></tr>
<tr><td>you will</td><td>accept
agree to</td><td>our proposal</td></tr>
<tr><td colspan="3">these arrangents will meet with your approval</td></tr>
</table>

Write two sentences.

Note

A letter answering a complaint has the following parts:-

A. You refer to the problem
B. You give the reason (if possible)
C. You offer to put the matter right.
D. Somewhere in the letter you must apologise.

(adapted from Myers: 1984)

Language work

Activity 16

Prepositions

Note

ON time = punctually, at the right time.

IN time = not too late.

Example

The bus arrived ON time at 8.10, but we were not IN time for the beginning of the film, which began at 8.00.

BY = before, at the latest.

Example

We must receive the goods BY the end of the month.

Now fill in the blanks with the correct preposition.

1. They made a mistake ________ our order. What was the reason ________ this?
2. They sent us three size 4 instead _______ size 5.
3. You can now buy these books ______ reduced price.
4. Could we have a computer ________ trial?
5. These circumstances were ________ our control. We will send replacement _______ air.
6. Return the faulty machines _______ our expense.
7. The consignment arrived on 30 November as planned. It was _______ time. It was also ______ time to go _________ sale ____________ Eid.
8. This delay _______ delivery was due ______ an oversight.
9. We must receive this order _________ 30 June at the latest.
10. The secretary is _______ the phone.

Vocabulary

Activity 17

Find the word meaning the same as the ones underlined.

1. The factory has started production <u>again</u>.
2. We <u>are sorry</u> for this inconvenience.
3. This <u>mistake</u> was caused by the computer.
4. <u>With regard</u> to your letter of 10 July...
5. Please send back the <u>defective</u> parts.
6. The <u>things that happened</u> were beyond my control.
7. We have <u>looked into</u> your complaint.
8. We did not see the second page of your order. This was a <u>mistake</u> on our part.

Sample 3

93 Gulberg Road
Lahore 54600

December 14 1993

Mr Ghulam Murtaza
Elecetrotechnical Industries
46 Bibi Pakdaman
Lahore-5

Dear Sir

I purchased a television set from your local dealer last March. When I bought the set, I depended primarily on the reputation of your company which appeared on the set. There was a one year warranty period which was a big factor in my selecting a set manufactured by your company. Since last June my set is not giving a satisfactory performance. The picture is not clear, and I am able to tune in only one station, while my neighbours get all stations.

The service company has made repairs under the service guarantee. It is not fair that I should have the set only part of the time, and go to the trouble of getting it repaired every month. The warranty period is going to be over soon, and I will be left with a highly dissatisfactory television set.

Under the circumstances, I would like to get my set replaced by a new one, sparing me all trouble and your company all the service costs.

I hope my request will be given due consideration.

Yours truly

(Mrs) Fida Hussain

Planned Free Writing

Activity 18

Write a letter of reply to Mrs Fida Hussain on behalf of Electrotechnical Industries.

Free Writing

Activity 19 (pair work)

- Discuss with your partner some problems you faced after making some purchases.

- Then draw a list of complaints.

  1.
  2.
  3.
  4.

- Select one and as a customer write a letter of complaint to the manufacturers.

- Exchange the letters and draft a reply on behalf of the manufacturers answering the complaint.

Simulation

Activity 20

- Divide yourself into groups of 6-8 students
- The groups assume the following roles at different stages of the simulation:-

  Consumer
  Shopowner
  Dealer
  Manufacturer

Note:-Letters are exchanged after each stage.

Stage I

Each group assumes the role of the consumer.

- they draft a letter of complaint about a car tape recorder bought from them a month ago.

- the letter is revised and addressed to :

  Khuda Baksh
  Hall Road
  Lahore

Stage II

Each group as the shopowner

- reads the letter of complaint

- discuss the problem (s) being faced by the consumer

- draft a letter of complaint to their dealer informing him about this

- revise the letter and post it to the dealer

Stage III

Each group as the dealer

- reads the letter
- discuss the problem
- draft and revise a letter of complaint to the manufacturers of the goods based in Hong Kong.

Stage IV

Each group as the manufacturer

- reads the letter
- discuss the problem
- draft and revise a reply to the dealer apologizing for the problem caused and offering compensation to the consumer. They also assure the dealer that the defect in the manufacturing of these tape recorders has been located and will be removed.

(the letters are now send back to the groups who wrote the complaint)

Stage V

Each group as the dealer

- read the reply from the manufacturer
- draft a reply to the shopowner apologizing for the problem and attach a copy of the letter by the manufacturer along with the cheque.

Stage VI

The shopowners on receiving THE APOLOGY AND CHEQUE, forward it to their consumer, assuring them of then best services in the future.

UNIT V D

Payment & Reminders

In international trade there are different methods of payment. Very large sums are paid by Letter of Credit, a system of payment arranged through the buyer's and the seller's banks.

Smaller amounts can be paid by International Money Order. In this case you order the goods and receive a Pro Forma Invoice from the seller, which tells you how much to pay, often including all the insurance and transport costs. You can pay the invoice at your bank, then send the IMO to the seller, who will then send you the goods. Or, of course, you can ask the bank to transfer the money to his account, if you know the number. In some countries you can also pay by International Postal Order at the post office.

When companies do business regularly and trust each other, the buyer usually has an account with the seller. In this case he doesn't always pay each bill as it comes.

The seller sends him a monthly or quarterly statement, listing all the bills to be paid. In modern business, to save time, when you make payment you simply send your cheque with the Remittance Advice, which is part of the invoice or statement. No covering letter is necessary.

Due = payable

Comprehension

Activity I

Read silently the above passage on different modes of payment and match the information.

A part of the invoice or statement	Letter of Credit
Smaller amounts paid within an invoice to your bank and send to the seller	Cheque with Remittance Advice
Large sums of money are paid/arranged through the buyers & seller's bank.	International Money Order.

Sample 1

However, some people still write a covering letter with payments, for example:

Dear Sirs

<u>Account No. H4002-26</u>

We have just received our quarterly statement for January - March.

Please find enclosed a cheque for Rs: 4560/- in settlement.

Yours faithfully.

Building exercises

Activity 2

Write a covering letter on behalf of your company with a monthly payment of Rs: 2500/-

Delays & Reminders

The first Reminder

The first reminder is usually a polite reminder. The customer is reminded that payment is overdue. Details of the payment are given in the letter.

A Building up the letter.

You refer to the invoice, statement or account and sometimes enclose a copy of it.

We refer to	your quarterly statement of 30 June your monthly statement for April the enclosed statement for September our invoice No. A39429 for Rs: 280/-	and would like

to remind you that	the balance of Rs: 6750 the sum of Rs: 9000/- this	is now overdue.

Write two sentences.

B) Ask for payment

We are sure that	this is due to an oversight you have overlooked this	and would ask you	to settle the account invoice to send your remittance cheque	as soon as possible. without delay.

Write two sentences.

The Second Reminder

It is usual to send a second reminder if the first one has no effect.

Most large companies today don't send a second reminder- it costs money and wastes time. They send a **final notice** immediately.

However, smaller companies, for whom every customer is important, might still send a second reminder.

Building up the letter.

A

In our letter of - we	pointed out reminded you	that	payment settlement of	your quarterly statement to 31 March our invoice No. A39429	was overdue. was outstanding.

Write one sentence.

B)

You will	understand realise	that we also have our obligations and we therefore

look forward to receiving hope you will send us	your	remittance payment cheque settlement	without delay by return by 30 June. within seven days.

Write two sentences.

____

____

____

Activity 3

Read the conversation between Mr Ali & Mrs Barket and write Mrs Barket's letter (Mr Hamids account is No. 1441-6)

Mrs Barket	*If this reminder doesn't bring the payment, then what?*
Mr Ali	*Well, has Mr Hamid paid his January account yet?*
Mrs Barkat	*No. I'm afraid he hasn't, shall I write to him again?*
Mr Ali	*Yes. He's almost two months in arrears now. It's very annoying when people don't pay their bills on time. I mean, we've got our obligations as well. The bills we have to pay don't just go away if we don't settle them.*

And if you still don't get your money? There's usually a good reason.

Mr Ali	*Has Mr. Hamid paid that outstanding account yet? It's now nearly three months overdue.*
Mrs Barkat	*No, I'm afraid he hasn't replied to either of our letters, of 3rd March and 4th April.*
Mr Ali	*I wonder why he's so late this time?*
Mrs Barkat	*Well, you know, ever since they opened the new road three months ago, cars don't drive through the town any more.*
Mr Ali	*And a good thing that is too, Mrs Barkat. It's much cleaner and quieter now.*
Mrs Barket	*Yes, but that means that cars don't stop and fill up with petrol at Hamid Garage any more. His business has been badly hit and he's probably got debts.*
Mr Ali	*Yes, perhaps he's in debt now. In that case, why didn't he write and explain about his inability to pay? Well, we can't wait any longer now.*
Mrs Barkat	*Shall I send him a final notice?*
Mr Ali	*Yes. Tell him to pay within one week. And say that if he doesn't we'll have to place the matter in the hands of our solicitors.*

Building up exercises

Activity 4

The Final Notice

If your first two reminders are unsuccessful you will have to write a third, and last one. This is called the final notice and it is different, because now you say that you will have to take legal steps to recover your money. This usually has an effect.

Normally a final notice is sent by registered post, so that the addressee cannot say that he never received it.

Building up the letter.

A Refer to the two unanswered reminders.

We have had no reply to our letters of_______ and ______	in which we pointed out reminded you pointing out reminding you	that the sum of is now overdue.

Write one sentence.

B You threaten legal action.

We regret to inform you that if	settlement payment	is not received	**within seven days** by 31 March

We shall be obliged to	place the matter take legal steps. action.	in the hands of our solicitors lawyers.

Write two sentences.

Planned free writing

Activity 5

Now write Miss Barket's final notice. (adapted from Myers: 1987)

Sample 2

State Life Insurance

Mr Ahmad Fazil
10-A Model Town
Lahore

2nd August 1993.

Dear Mr Fazil

Subject:- <u>Premium Due on Insurance Policy No. 635632</u>

Dear Sir

We refer to your annual premium of Rs: 2640/- on your Insurance policy and would like to point out that despite repeated reminders your dues are outstanding since 2nd January 1993.

We regret to inform you that your Insurance Policy No. 635632 will lapse if the payment is not received within 30 days i.e. 2nd September 1993.

Yours faithfully

Sonia Khan

(Mrs) Sonia Khan
District Manager

Comprehension

Activity 6

Read silently Sonia Khan's letter of reminder to Mr Ahmed Fazil (sample 2) and answer the following questions.

a. What is the subject of the letter?
b. What are the dues outstanding that Mr Ahmed Fazil has not paid?
c. What is the action that the Insurance Co. is likely to take if the premium is not paid still 2nd September 1993?
d. In which category would you put this letter by State Life Insurance Co ? Write Yes or No.

Ist Reminder ____________
2nd Reminder ____________
3rd Reminder ____________
Final Notice ____________

Language work

Activity 7 (pair work)

Vocabulary exercise.

New words: **debtor** = the person who owes money. He has debts to pay.
creditor = the person to whom money is owed.

These words are frequently used in these kinds of letters. Discuss them with your partner.

account	inconvenience
action	interest
amount	recover
arrears	reminder
cash	settle
debt	solicitor
effect	statement
fees	threaten
final notice	waste

Language

Activity 8

Vocabulary exercise

Fill in the correct from of the word given. The endings (suffixes) are ABLE AL ANCE URE

1. I'm afraid this (PROPOSE)____________ doesn't meet with the boss's (APPROVE)__________ at all.

2. This particular model is not (AVAIL)______________ at the moment.

3. They want to have the machine on (TRY) ________________ to see if it gives a good (PERFORM) ____________.

4. If you have any (ENCLOSE)________________ don't forget to put them into the envelope with the letter! And don't forget the (SIGN)________________

5. Our terms are: half with order, half on (ACCEPT) ______________ of the goods.

6. If you hire your car through us, we will arrange the (INSURE)____________ and have it ready for your (ARRIVE) __________ at the airport. We will also collect it on your (DEPART)______________

7. Goods like fruit and vegetables are (PERISH) ______________. They must be delivered quickly.

8. The World Bank spends a lot of money on (AGRICULTURE) ______________ and (EDUCATION) __________ projects all over the world.

9. You must be careful when you transport glass, which is (BREAK) __________ and liquids like petrol, which are (INFLAME)________________

10. With many car (RENT) ____________ firms you have to pay a (RETURN), ______________ deposit. And you have to pay extra for (CONTINENT) ________________ hire.

UNIT V E

Making Business Reservations

Building up Exercises

Activity 1

Perhaps the executive will write the letter in his own name, or he will ask his secretary to write it on his behalf (for him).

Sales Manager, Our Director. Mr...... Export Manager	will be visiting	London England Japan Turkey	on business	November. January. the near future.

Write two sentences.

____

____

____

I would be grateful if	a single room a double room	is reserved for	him/me	from 10-12 December/16-23

Write two sentences.

____

____

Please could you	confirm this booking and let us know	the full cost your terms

Write one sentence.

____

____

____

Planned free writing

Activity 2

Now write a letter to the Plaza Hotel in London. Remember to say that you look forward to hearing from them.

This is the reply you got from Plaza Hotel. (Sample I)

Sample I

Plaza Hotel

Plaza Hotel - Lancaster Gate - London WC

______________ ______________

______________ ______________

______________ ______________

Dear Mr/Mrs

We acknowledge receipt of______ your letter of. We are happy to reserve a single room for______. The reservation will be held until 8 p.m. unless paid for in advance.

The price of the room is 154 dollars a night, service, VAT and continental breakfast included. There is an extra charge for English breakfast. All rooms are fully equipped with telephone, and television.

If we do not hear to the contrary, we shall assume that this booking is definite and look forward to receiving you.

Yours sincerely

____

Activity 3

Fill in the blanks with date, addressee and other details in sample I.

Building up Exercises for Replies

Activity 4

There are two new items here.

A

This is to confirm I/We hereby confirm I am happy to confirm	my booking of our reservation of --------------------- reservation/booking of that I would like to enrol in	a room in your hotel... a holiday flat in... a seat on flight... a language course...

Write two sentences like this.

When you have confirmed your booking you think that everything should now be all right. We write a sentence like this.

B

If we do not Unless we	hear	to the contrary, from you.	we shall assume that	the booking is confirmed. This is definite. This is convenient.

Write one sentence.

Building Exercises

Activity 5

This is Miss Shahnaz Malik's letter of confirmation for a two-room flat Unfortunately someone spilled ink all over it and she had to type it out again. Can you fill in the blanks?

Than you your letter of 25th June.

I have dec to take the two fl in Karachi

from 6th - 20th

I enc my b f and a ch

for Rs 50 as a dep

If I do not you, Is as that the

res is def and I shall contact you nearer

the date of departure for further details.

Yours sincerely

Malik

Building Up Exercises

Activity 6

Fill in the blanks in the letter below (sample 2) to write a letter to Hotel Pearl Continental in Karachi to make reservations.

Sample 2

____

____

____

____

____

____

____

Dear Sir

I should letter to reserve two single rooms for

Mention

- the names of the guest;
- the dates of arrival & departure;
- the type of rooms required;

I should be grateful if you could confirm this booking as soon as possible and also tell me the cost per room.

Yours faithfully

____

____

Planned Free Writing

Activity 7

Write a letter of **reply** on behalf of Pearl Continental Karachi to the letter written earlier (activity 6). Use the information from Activity 3 to help you.

2) Making a business appointment

Building up Exercises

Activity 8

A

I Our Sales Manager, Mr...	will be spending	two week three days one month	in	Europe the Far East Liverpool (your country)	in	November. March. the summer.

Write two sentences like this.

____

____

____

B) Give the exact dates and mention any person you want to see, or project that has to be discussed.

I	will be in	London Athens Tokyo	on 6 June from 12-15 January	and would like	you	to

arrange an appointment with	your Sales Manager your Marketing Manager your Personnel Officer

to discuss	the advertising campaign for Ahmed Tinned Fruit. the sales of our office equipment. the staff exchange scheme. your planned visit to Japan.

Write two sentences.

____

____

____

C)

Please let us know whether We hope that	this will be convenient for you.

Write one sentence.

____

____

____

Planned Free Writing

Activity 9

As the secretary of a large company, write a letter on behalf of the General Manager to make an appointment with the Marketing Manager of an advertising company in England. Include the following information:-

- The General Manager will be in England 1-7 March
- The advertising company is preparing an advertising campaign for your company.

- The General Manager wants to see Mr John, the Marketing Manager

Simulation

Activity 10

The class divides itself into groups of 7 members.

In each group the following roles are allocated.

a)	General Manager	I.C.I. Pakistan.
b)	Sales Manager	
c)	Secretary	
a)	General Manager	I.C.I. Malaysia.
b)	Sales Manager	
c)	Secretary	
a)	Manager	Sheraton Hotel Kuala Lumpur (Malaysia).

Stage I

They do the following

The G.M (I.C.I) Malaysia writes to the G.M. I.C.I. Pakistan requesting him to nominate a Sales Manager to attend an International Conference on Sales to be held in Kuala Lumpur. The G.M. (I.C.I) Pakistan writes to his counterpart in Malaysia acknowledging the invitation and provides particulars of the nominee from Pakistan. A copy is marked to the concerned Sales Manager along with agenda and conference dates.

Stage II

The Sales manager now instructs his/her secretary to a) make a business appointment with the Sales manager of I.C.I. Malaysia on the afternoon of his arrival in Kuala Lumpur to discuss matters of mutual concern, not being covered in the conference and b) to make reservations in Sheraton Hotel Kuala Lumpur for the duration of the conference. He reminds his secretary to ask for a confirmation.

Stage III

The Sales Manager I.C.I. Malaysia asks his/her secretary to confirm the business appointment with his counterpart in Pakistan.

Stage IV

The Manager, Sheraton hotel, Kuala Lumpur writes a letter confirming the reservations to the Sales Manager I.C.I. (Pakistan)

Stage V

All the letters are now pinned on the class notice board for display. The simulation is followed by a **debriefing** lesson by the English teacher who discusses the letters, the problems faced, spelling and grammatical errors if any.

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Section VIII

TRANSLATION

Dr. Surriya Shaffi Mir

TRANSLATION

1. (i) Translate the following words/expressions into English

-1 حوالہ دینا۔ اشارہ کرنا

-2 دیو پیکر: دیو ہیکل جسیم وسیع کشادہ سربفلک لا انتہا بلند بے کراں

-3 نامور: اعلیٰ ممتاز نیک نام جانا پہچانا

-4 محتاط: مکمل باریک بین بے کم و کاست

-5 کانپنا: لرزنا ہلانا تھرانا

-6 ہمدرد متفکر: فکر مند بامروت

-7 ثابت قدم: باقاعدہ متواتر مسلسل

-8 مجرم: گناہ گار بدکار بدمعاش شرپسند

-9 بے دخل کرنا: راستہ دینا نمٹانا بدل کسی کے عوض بدلنا

-10 خارجی جائزہ لینا: غیر متعصب غیر جانبدار بے حس

(ii) Translate the following into English

-1 رکاوٹ: حائل مزاحم سد راہ بگاڑ

-2 دریافت کرنا: ڈھونڈنا معلوم کرنا جاننا نتیجہ نکالنا تشخیص کرنا تحقیق کرنا

-3 منتخب کرنا: مخصوص نقطہ نظر سے غور کرنا شناخت کرنا تمیز کرنا فرق کرنا

-4 عطا کرنا: رسائی کرنا آگاہ کرنا خبردار کرنا خبر پہچانا

-5 خاصا درست: خاصا دور خاصا اچھا خاصا دلچسپ خاصا مشکل

-6 برداشت کرنا: صفاہمت کرنا قبول کرنا گوارہ کرنا

-7 روانہ ہونا: رخصت ہونا اڑان بھرنا

-8 رونا: سسکنا گریہ زاری کرنا نوحہ کناں ہونا ماتم کرنا بین کرنا آہ و زاری کرنا بلبلانا آہیں بھرنا

-9 شعلہ: لو چنگاری چراغاں منور کرنا دمک کوند جھلمل

-10 چوری: ڈاکہ راہ زنی ٹھگی لوٹ مار

(iii) The following ten main words can be combined with the words given in front of them Translate the expressions into English.

-1 گھٹیا:۔ گفتگو پن مال ذہن کاروبار

-2 عمدہ:۔ کارکردگی کھیل مظاہرہ پیشکش

3- پست :- معیار پست ذہنیت ہمت
4- ہمہ :- جہت ہمہ تن ہمہ گیر
5- اعلیٰ :- معیار نسبی ذہن عمدہ خاندان
6- پاک :- نیت سیرت سرزمین خطہ مقام کتاب دل
7- بلند :- فکری سوچ ہمت نصب
8- دل :- بر نیشن گیر دوز گداز دار
9- اونچا :- مقام مرتبہ رتبہ
10- قوی :- امکان یقین ہمت دل عزم ارادہ

(iv) The following is a list of words with similar meaning.

Translate them into English. See if you can add more words in English.

الفاظ :-

1- فوج :- لشکر عسکری
2- محفل :- بزم مجلس انجمن
3- غلیظ :- گندا کثیف
4- تاجدار :- بادشاہ تاجور فرماں روا صاحب تخت
5- فہم :- سمجھ ادراک سوجھ بوجھ
6- خوشی :- شادمانی مسرت انبساط
7- مطمئن :- آسودہ تسلی بخش
8- درخت :- شجر دھڑ نہال
9- نقصان :- خسارہ گھاٹا
10- فلک :- آسمان چرخ
11- جھنڈا :- پرچم علم پھریرہ
12- آسان :- سہل
13- بے خوف :- بے باک نڈر
14- دشمن :- عداوت کینہ

15- بہادر:-　　بے خوف

16- قصر:-　　ایوان　　محل

17- بہشت:-　　فردوس　　جنت

18- شیطان:-　　ابلیس

19- تلاش:-　　کھوج　　جستجو

20- گلشن:-　　چمن　　باغ　　گلزار

21- کشادہ:-　　فراخ　　وسیع　　کھلا

22- راہ گیر:-　　مسافر　　راہ رو

2. (i) Translate the following instructions into English.

-1　30 ڈگری سنٹی گریڈ سے کم درجہ حرارت پر اندھیری جگہ پر رکھیں۔

-2　تمام ادویات بچوں کی پہنچ سے دور رکھیں۔

-3　دوہری طاقت' لیموں اور پودینہ کا ذائقہ۔

-4　گیس' سینے کی جلن اور تیزابیت میں آرام کے لئے دو چمچ صبح دوپہر و شام ڈاکٹر کی ہدایت کے مطابق استعمال کریں۔
استعمال کرنے سے پہلے بوتل اچھی طرح ہلا لیں۔

-5　خوراک:
بالغان: 2 چائے کے چمچے دن میں 3 یا 4 مرتبہ
اطفال: (ایک سال کی عمر تک)
1/2 چائے کا چمچہ دن میں 3 مرتبہ
اطفال (چار تا پانچ سال)
1/2 تا ایک چائے کا چمچہ دن میں 3 مرتبہ

(ii) Translate the following idiomatic expressions into English.

-1　اپنا سا منہ لے کر رہ جانا

-2　آسمان سے باتیں کرنا

-3　آستین کا سانپ ہونا

-4　باغ باغ ہونا

5- بے نقط سنانا
6- پیٹھ دکھانا
7- پھولے نہ سمانا
8- پاؤں اکھڑنا
9- پیٹ کا ہلکا ہونا
10- تاؤ کھانا
11- آنسوے بہانا
12- خاک میں ملانا
13- خاک چھاننا

3. Translate the following newspaper head lines into English

1- شدید گرمی میں بجلی کی آنکھ مچولی۔ شہری بلبلا اٹھے۔
2- واسا کے ظلم کی بولتی تصویر۔ رام گڑھ میں گندا پانی دریا کا منظر پیش کرتا ہے۔
3- چار ڈاکو گرفتار' لاکھو روپے کا مسروقہ سامان برآمد گروہ کا سرغنہ روپوش
4- جعلی ادویات بنانے والوں' بلدیاتی ڈاکوؤں اور قومی دولت لوٹنے والوں کے خلاف آج واک ہو گی۔
5- ناقص سفارتکاری سے مسئلہ کشمیر کو بین الاقوامی فورم پر زبردست نقصان پہنچا۔
6- ہمیں جگا ٹیکس سے نجات دلائی جائے۔ بسوں کے مالکان کی استدعا
7- سندھ کے آتش فشاں سے لاوا ابلنے لگا ہے۔ سیاسی رواداری وقت کی اہم ضرورت۔
8- قبائلی جکڑ بندیاں۔ معاشرے کا قبائلی نظام سے جمہوریت کی جانب سفر
9- انسداد منشیات کے یوم کی تقریبات اور نمائش
10- دنیا کا سب سے بڑا فٹ بال۔ خواجہ انڈسٹریز کا اندارج گنیز بک آف ورلڈ ریکارڈ میں کر لیا گیا۔

4. (i) Translate the following signs and notices into English.

1- مقررہ اوقات کے بعد پارکنگ ممنوع ہے ورنہ گاڑی ضبط کی جا سکتی ہے۔
2- کسی وقت بھی گاڑی پارک نہیں کی جا سکتی۔
3- فٹ پاتھ پر سائیکل چلانے کی اجازت نہیں ہے۔
4- نہر میں نہانا اور مچھلی پکڑنا سختی سے منع ہے۔ قانون شکنی کرنے والے قابل تعزیر ہیں۔
5- ذاتی املاک: صرف کرائے دار اور ملاقاتی ہی راستہ استعمال کر سکتے ہیں۔ مداخلت بے جا کرنے والے قابل تعزیر ہوں گے۔

-6 خبردار! حفاظتی کتے احاطے کا پہرہ دے رہے ہیں۔
-7 داخلے کا حق محفوظ ہے۔
-8 یہ آگ سے بچنے کا راستہ ہے لہٰذا اس دروازے کے سامنے کسی وقت کوئی مزاحمت نہ ہو۔
-9 اگر آپ کو ہماری مصنوعات کے خلاف کوئی شکایت ہو تو اسے بمع رسید کے مینجر کو لوٹایا جا سکتا ہے۔
-10 یہ جائے عبادت ہے۔ آپ سے التماس ہے کہ خاموشی اختیار کریں۔

5. Translate the following notices into English

عاق نامہ

محمد امین کو بوجہ نافرمانی اپنی جائیداد منقولہ و غیر منقولہ سے عاق کرتا ہوں آئندہ سے میں اس کے قول و فعل اور لین دین کا ذمہ دار نہیں ہوں۔

تصحیح

5.6.94 کے اخبار ہذا کے ترتیب وار کالم میں شائع شدہ اشتہار بعنوان تلاش گمشدہ منجانب بی ایم ایسوسی ایٹس (پرائیویٹ) لمیٹڈ کراچی کی تیسری سطر میں مالیتی /500 روپے حصص کی بجائے تعدادی 5000 حصص پڑھا جائے۔

تلاش گمشدہ

غلام سرور عمر اٹھارہ سال۔ رنگ گندمی۔ کانوں سے بہرا۔ گھر سے لاپتہ ہے۔ اگر کسی صاحب کو علم ہو تو فون نمبر 345678 پر مطلع کریں۔ اگر غلام سرور خود پڑھے تو گھر لوٹ آئے اسے کچھ نہیں کہا جائے گا۔ والدہ سخت بیمار ہے۔

ضرورت کاریگر

کاریگر جو کہ خراد اور لوہے کے فریم بنانے کا کام کر سکے امین برادرز کمپنی 12 میکلوڈ روڈ لاہور فون 545592

اطلاع عام

عوام الناس مطلع ہوں کہ میری موکلہ مسماۃ ثریا چودھری زوجہ حمید چودھری پلاٹ نمبر 102 بلاک ایم پیپلز کالونی فیصل آباد (اراضی تعدادی 2 کنال 8 مرلے 64 مربع فٹ) بمعہ تعمیرات کی واحد مالکہ اور قابض ہے۔ میری موکلہ نہ ہی اس پراپرٹی کو ٹرانسفر یا فروخت کر رہی ہے اور نہ ہی اس بارے میں کسی کو اپنا مختار مقرر کیا ہے نہ ہی اس کی خرید و فروخت یا ٹرانسفر کا اختیار کسی کو دیا ہے۔ اس پراپرٹی کا

لین دین کرنے والا اپنے نقصان کا خود ذمہ دار ہو گا۔ المشتہر جمشید خان ایڈووکیٹ ہائی کورٹ

خالی آسامی

اے - ایف - آئی - این لاہور میں ایل ڈی سی بی پی ایس 5=1770 - 44 - 1035 کی آسامی کے لئے درخواستیں مطلوب ہیں۔ امیدوار میٹرک پاس ہو اور ٹائپنگ سپیڈ 30 الفاظ فی منٹ ہو۔ عمر کی حد 18 تا 25 سال ہے۔ ڈیوٹی کی عام جگہ لاہور ہے لیکن پاکستان کے کسی بھی شہر میں تعینات کیا جا سکتا ہے۔ درخواستیں بمعہ تعلیمی اسناد' تجربے کا سرٹیفکیٹ (اگر ہو) شناختی کارڈ اور ڈومیسائل کی مصدقہ نقول ہمراہ تازہ ترین تصویر دفتر اسسٹنٹ کمانڈنٹ اے - ایف - ایم کالج راولپنڈی کو 30 مارچ 1994 تک پہنچ جانی چاہئیں۔ ٹیسٹ انٹرویو کے لے ٹی اے / ڈی اے واجب لادا نہیں ہو گا۔

اطلاع عام

جنرل پبلک بالخصوص صابن کے تاجران / دوکانداران کی اطلاع کے لئے مشتہر کیا جاتا ہے کہ میرے موکلان میسرز چودھری ظہور اینڈ سنز (پرائیویٹ) لمیٹڈ لاہور راوی سوپ کے تیار کنندگان و مالکان ہیں جو عرصہ دراز سے اس نام یعنی راوی سوپ سے کاروبار کر رہے ہیں۔ موکلانم نے زیر دفعہ (1)14 ٹریڈ مارکس ایکٹ 1940ء رول 13 رول نمبر 1968 اپنا ٹریڈ مارک "راوی سوپ" رجسٹرڈ کروانے کے لئے باقاعدہ درخواست جناب رجسٹرار آف ٹریڈ مارکس کراچی کو دے رکھی ہے۔ لہٰذا جنرل پبلک و دیگر متعلقہ حضرات کو مطلع کیا جاتا ہے کہ راوی سوپ خریدتے وقت تیار کنندگان میسرز چوہدری ظہور سنز (پرائیویٹ) لمیٹڈ لاہور کا نام ضرور دیکھ لیں۔

6. (i) Translate the following passages into English

سیالکوٹ کا اعزاز

فٹ بال ورلڈ کپ اس بار بھی سیالکوٹ کے تیار کردہ فٹ بال سے کھیلا جا رہا ہے۔ جس کا سہرا اس عظیم شہر کے کاریگروں' ہنر مندوں اور صنتکاروں کے سر ہے۔ سیالکوٹ میں روزانہ ایک لاکھ فٹ بال تیار کئے جاتے ہیں۔ دو لاکھ کے قریب کاریگر اس صنعت سے وابستہ ہیں۔ جو مختلف شعبوں سے وابستہ ہیں۔ جو مختلف شعبوں میں کام کرتے ہیں۔ اس صنعت کے عروج کی وجہ سے سیالکوٹ کے کاریگروں کا معیار زندگی دوسرے شہروں سے 230 فیصد زیادہ ہے ترقی کا یہ دور 1980ء میں شروع ہوا اور پاکستان نے مارکیٹ میں اپنا ایک مخصوص مقام بنا لیا۔ 1980ء سے 1990ء تک پاکستان دنیا کا واحد ملک بن گیا جو سب سے زیادہ ہاتھ کا سلا ہوا فٹ بال برامد کرنے

لگا۔ 1993ء میں سیالکوٹ نے 3 کروڑ 40 لاکھ فٹ بال برآمد کئے۔ پاکستان کی اس میدان میں اس قدر ترقی کی وجہ پاکستانی فٹ بالوں کا اعلیٰ معیار اور کم قیمت تھی۔ اب دنیا میں جتنے بڑے نام کے فٹ بال ہیں وہ سیالکوٹ میں ہی تیار ہوتے ہیں۔

(ii) کشمیر لہولہان ہے

ہزاروں مجاہدین، خواتین، بزرگ اور بچے زخمی اور بیمار ہیں۔ زندگی کی بنیادی ضرورتوں کے لئے آپ کے تعاون کے منتظر ہیں۔ ان سرفروش مجاہدوں، غازیوں اور مظلومین کی مدد آپ کا فرض ہے۔ اپنی آزادی کے لئے، اپنے ملک کی بقاء کے لئے، مسلمانوں کی سربلندی کے لئے دشمنوں سے برسرپیکاران سرفروشان اسلام کی مدد کیجئے۔ کشمیر فنڈ میں دل کھول کر عطیات دیجئے۔

(iii) خواتین یونیوسٹی کا قیام

خواتین کی تعلیم و تربیت کسی بھی قوم کی ترقی اور خوشحالی کے ضمن میں بنیادی اہمیت کی حامل ہے۔ جو قومیں خواتین کی تعلیم پر توجہ نہیں دیتیں وہ ترقی کی دوڑ میں پیچھے رہ جاتی ہیں۔ پاکستان میں ملک کی نصف سے زیادہ آبادی خواتین پر مشتمل ہے لیکن ان کی تعلیم کو ثانوی حیثیت دی جاتی ہے جس کی وجہ وہ آئندہ نسل کو بھی زیور تعلیم سے آراستہ کرنے میں دشواری محسوس کرتی ہیں۔ پاکستان ایک اسلامی فلاحی مملکت ہے جہاں مذہبی اور معاشرتی اقدار کو بہت اہمیت حاصل ہے۔ بہت سے کالج اور یونیوسٹیاں ہیں لیکن اس کے باوجود گزشتہ کئی برس سے خواتین کی یونیورسٹی کے قیام کا مطالبہ کیا جا رہا ہے جن میں کئی غیر سکاری تنظیموں کی خواتین بھی شامل ہیں۔ بعض لوگ انتہا پسندی کی بنیاد پر مطالبہ کرتے ہیں۔ جبکہ اکثریت خواتین یونیورسٹی کے قیام کے لئے مطالبہ کر رہی ہے۔ کہ وہ لڑکیاں جو مخلوط تعلیمی اداروں میں تعلیم حاصل نہیں کرنا چاہتیں وہ خواتین کی یونیورسٹی میں اعلیٰ تعلیم حاصل کر سکیں جس سے خواتین کو ترقی کے مزید مواقع میسر آسکیں گے۔

7. Translate the following extract from a magazine into Urdu

وہ مدات جن میں ہم آپ کے مالی تعاون کا خیرمقدم کریں گے
زکوۃ و صدقات و عطیات کی رقوم
یومیہ طعام کے لئے (غرباء) 26 روپے
عید کے کپڑوں کے لئے 520 روپے
ضرورت مندوں کی کفالت کے لئے 2200 روپے ماہانہ
شہید کے خاندان کی کفالت کے لئے 2300 روپے ماہانہ
قیدی کے خاندان کی کفالت کے لئے 2200 روپے ماہانہ

وہ ممالک جہاں ہماری خدمات جا رہی ہیں۔
صومالیہ، بوسینیا ہرزیگوینا، افغانستان، کشمیر، فلسطین، برما، کردستان، وسط ایشیائی ریاستیں

8. Translate the following passage into English give the passage an appropriate title in English.

سوال یہ پیدا ہوتا ہے کہ کیا پولیس کی کارکردگی صرف جدید سطح او بہترین ٹرانسپورٹ سسٹم میں سے بہتر بنائی جا سکتی ہے؟ حالانکہ اصل مسئلہ پولیس کا اندرونی نظام ہے۔ انگریز کے زمانے میں بنائے گئے اس سسٹم کی خرابیوں کو دور کرنے کی بجائے ان میں اضافہ کر دیا گیا ہے۔ پاکستان میں پولیس کا نظام انگریز راج کی باقیات ہے۔ ہمارے ہاں بے حسی کی انتہا یہ ہے کہ آزادی کی نصف صدی کے قریب ہونے کے باوجود بھی آزاد اور خودمختار پاکستان کی پولیس کو نوآبادی نظام سے نکال کر جدید جمہوری اور مقامی مزاج کے مطابق نہیں بنایا گیا۔ پولیس کا سارا نظام آج بھی 1861ء کے پولیس ایکٹ کے مطابق کام کر رہا ہے۔ 19 ویں صدی میں انگریز نے پولیس کا سارا نظام اپنے مخصوص مفادات کے تحفظ کے لئے بنایا تھا۔ پاکستان کی بحالی نہ تھا۔ انگریز اس خطے میں استحصالی سوچ لے کر آیا تھا۔ برصغیر میں برطانوی راج کے قیام کا بنیادی مقصد یہاں کے معاشی وسائل کی لوٹ مار تھی۔ انگریز کو ہندوستان کے خام مال سے پیار تھا۔ برطانیہ کی صنعتی ترقی کے لئے ہندوستان کا مفت خام مال برطانوی ضرورت تھا۔ ایسے میں انگریز کو پولیس کو فلاحی اور عوامی بنانے کی ضرورت نہ تھی۔

9. Translate into Engligh

سنٹرل جیل مچھ کے ایک اہلکار نے تین سال میں جیل ملازمین کی تنخواہوں میں ہیرا پھیری کر کے تقریباً چار لاکھ چالیس ہزار روپے ہڑپ کر لئے۔ یہ انکشاف اس وقت ہوا جب متعلقہ اہکار کی ریٹائرمنٹ میں صرف دو ماہ باقی رہ گئے تھے اور ایک دوسرے اہکار کو اس کا چارج دلوایا گیا۔ مچھ جیل کا یہ اہلکار ضرور مگرمچھ ہو گا جس نے تین سال میں چار لاکھ چالیس ہزار غبن کر لئے اور وہ بھی ملازمین کی تنخواہوں میں ہیرا پھیری کر کے۔ ملازمین تو اپنی تنخواہوں میں ایک پیسے کی ہیرا پھیری برداشت نہیں کرتے، خدا جانے مچھ جیل کے یہ ملازمین کیسے دریا دل تھے جو اپنی تنخواہوں میں اتنا بڑا غبن تصویر بنے دیکھتے رہے۔

10. Translate the following into English.

اگر یہ کتاب آپ کو کسی نے گفٹ بھیجی ہے تو مجھ پر احسان کیا ہے۔ اگر آپ نے کہیں سے چرائی ہے تو آپ کے ذوق کی داد دیتا ہوں۔ اپنے پیسوں کی خریدی ہے تو مجھے آپ سے ہمدردی ہے۔ اب بہتر یہی ہے کہ آپ اس کتاب کو اچھا سمجھ کر اپنی حماقت کو حق بجانب ثابت کریں۔

ان مضامین کے افراد سب خیالی ہیں۔ حتیٰ کہ جن کے لئے وقتاً فوقتاً واحد متکلم کا صیغہ استعمال کیا گیا ہے وہ بھی "ہرچند کہیں کہ میں نہیں ہیں۔" آپ تو اس نکتے کو اچھی طرح سمجھتے ہیں۔ لیکن کئی پڑھنے والے ایسے بھی ہیں جنہوں نے اس سے پہلے کبھی کوئی

کتاب نہیں پڑھی۔ ان کی غلط فہمی اگر دور ہو جائے تو کیا ہرج ہے۔

جو صاحب اس کتاب کو کسی غیر ملکی زبان میں ترجمہ کرنا چاہیں وہ پہلے اس ملک کے لوگوں سے اجازت حاصل کرلیں۔

پطرس

II. **Translate into English.**

ڈاکٹر صاحب کی زندگی کے واقعات میں ان کے "نائٹ ہڈ" کا قصہ بھی بہت دلچسپ ہے۔ جن دنوں انہیں "سر" کا خطاب ملا۔ پنجاب کی سیاسی فضا خاصی مکدر تھی۔ ترک موالات کی تحریک کا زمانہ تھا۔ سودیشی کی تحریک زور پر تھی۔ انگریزی مال کے بائیکاٹ کے ساتھ ساتھ لوگ سرکاری ملازمتوں اور خطابات کے بائکاٹ کو بھی فرض عین سمجھتے تھے۔ اس لئے ڈاکٹر صاحب کو خطاب ملا۔ تو ان کے بعض دوست بہت جزبز ہوئے۔ اخباروں میں مضامین چھپے۔ فکاہی کالموں میں ان پر چوٹیں کی گئیں۔ ان دنوں مولانا ظفر علی خان اور سالک و مہر کی اخبار نویسی کے بڑے چرچے تھے۔ یہ لوگ اگرچہ ڈاکٹر صاحب کہ حلقہ احباب میں شامل تھے۔ روز نہیں تو دوسرے تیسرے دن ان کے ہاں ضرور آتے تھے اور گھنٹوں صحبتیں رہتی تھیں۔ لیکن سب سے پہلے انہیں حضرات نے مخالفت کی اور سالک صاحب نے تو ایک نظم بھی لکھ ڈالی جس کا یہ چبھتا ہوا مصرع "سرکار کی دہلیز پہ سر ہو گے اقبال" ان دنوں اکثر لوگوں کی زبان پر تھا۔ سالک صاحب کا بیان ہے کہ میں یہ اشعار لکھنے کے بعد اتنا نادم ہوا کہ مجھے عرصے تک ڈاکٹر صاحب کی خدمت میں حاضر ہونے کی جرات نہ ہوئی۔ لیکن کچھ عرصہ کے بعد جی کڑا کر کے حاضر ہوا تو ڈاکٹر صاحب کے انداز میں میں نے کوئی فرق محسوس نہیں کیا۔ ایسا معلوم ہوتا تھا کہ اس قسم کا کوئی واقعہ ہوا ہی نہیں۔ مولانا ظفر علی خان کو بھی اسی طرح ندامت کا احساس تھا۔ لیکن ڈاکٹر صاحب کو اپنے دوستوں کے اس طرز عمل پر نہ حیرت تھی نہ افسوس۔ بلکہ وہ یہ مضامین اور اشعار سن سن کر مسکراتے اور کبھی کبھی تو ان اشعار کو پڑھوا کے سنتے اور داد دیتے۔

(ii) Translate the following instructions into English.

ہدایات برائے ادائیگی بل بجلی

1- بل متعلقہ ریونیو آفیسر کی حدود میں واقع بینکوں میں جمع کروائیں۔ عام طور پر بینک آپ کے گھر کے قریب ہو۔

2- بل کی آخری تاریخ کو بینک میں تعطیل ہو تو اگلے دن بغیر سرچارج کے ادائیگی ہوگی۔

3- بل کی ادائیگی نقدی' یا منی آرڈر کی صورت میں جلد از جلد کریں۔

4- کراس چیک' پوسٹل آرڈر' پے آرڈر یا بینک ڈرافت بینک یا ریونیو آفس میں آخری تاریخ سے کم از کم دو دن پہلے ادا کریں۔ غیرمقامی چیک صرف سرکاری محکموں سے قابل قبول ہوں گے۔

ہدایات برائے درستگی بل

1- اگر بقایا جات غلط شامل ہیں تو ادا شدہ بل دیکھا کر بینک سے درست کروالیں۔

-2 میٹر ریڈنگ غلط ہونے کی صورت میں سب ڈویژن جس کا نام بل پر درج ہے' سے درست کروالیں۔

-3 بل نہ ملنے کی صورت میں متعلقہ ایس ڈی او یا ریونیو آفسر سے رجوع کریں۔

-4 بجلی منقطع کرنے کے احکامات بقایا جات کی ادائیگی کی رسید دکھا کر واپس کروالیں۔

(iii) Translate the following instructions into English.

ہدایات

(ا) **بل کی ادائیگی کے مقامات:** یہ بل لاہور شہر کی نیشنل بینک آف پاکستان کی کسی بھی شاخ میں صبح کے اوقات میں ادا کیا جا سکتا ہے۔

(ب) نیشنل بینک کے علاوہ یہ بل الائیڈ بینک آف پاکستان کی مندرجہ ذیل شاخوں میں سے کسی بھی شاخ میں دو تا پانچ بجے بعد از دوپہر جمع کروائے جا سکتے ہیں۔

ریونیو ڈویژن مغربی:	ملتان روڈ' سمن آباد' چوبرجی' دوبئی چوک
ریونیو ڈویژن وسطی:	برانڈرتھ روڈ' فروٹ مارکیٹ' ٹمبر مارکیٹ
ریونیو ڈویژن شمالی	باغبانپورہ' محمود بوٹی' مصری شاہ' چوک ریلوے سٹیشن' میکلوڈ روڈ
ریونیو ڈویژن جنوبی	شادمان مارکیٹ' اچھرہ' فیصل ٹاؤن'

ادائیگی کا طریقہ کار: بینک کاؤنٹر پر نقدی یا چیک کی صورت میں ادائیگی کی جا سکتی ہے۔ چیک بنام واسا لاہور اکاؤنٹ نمبر390 بنائے جانے چاہئیں۔ لاہور کے باہر چیکوں میں بینک کے اخراجات بھی شامل کرنا ضروری ہیں۔ ادائیگی بذریعہ ڈاک کرنے کی صورت میں صارف کا کھاتہ نمبر' نام اور پراپرٹی نمبر کا حوالہ لازمی ہے۔

سرچارج: دس فیصد سرچارج تاریخ ادائیگی کے اندر بل نہ کرنے کی صورت میں واجب الادا ہو گا۔

* واسا صرف گراؤنڈ حوض تک پانی پہنچانے کا ذمہ دار ہے۔

12. Translate into English write an appropriate title in English.

وطن عزیز پاکستان کو جن پریشان کن مسائل کا سامنا ہے ان میں صحت کا مسئلہ بھی شامل ہے۔ ہر شخص جانتا ہے کہ ایلوپیتھک علاج کس قدر مہنگا ہو چکا ہے اور ایک عام آدمی ماہرین کی فیسوں اور قیمتی ادویات کا متحمل نہیں ہو سکتا۔ یہ ہی وجہ ہے کہ سرکاری ہسپتالوں پر اتنا بوجھ پڑ چکا ہے کہ وہاں شکایات ہی شکایات ہر وقت سامنے رہتی ہیں۔ اس مسئلے کو حل

کرنے کا واحد طریقہ مقامی طریق علاج یعنی طب اور مقامی ادویات یعنی جڑی بوٹیوں کے معیاری مرکبات پر انحصار کو فروغ دینا ہے۔ ملک بھر کے اطباء اس معاملے میں اپنا بھرپور کردار ادا کررہے ہیں لیکن جب تک مقامی وسائل پر زیادہ انحصار کے نظریہ کے تحت طب کے فروغ کے لئے اقدامات نہیں ہوں گے صحت کا مسئلہ اور زیادہ خوفناک ہو جائے گا۔

13. Translate the following dialogue into English.

A- ہیلو ٹیکسی!
B- جی جناب!
A- کشمیر ہوٹل؟
B- جی بہت اچھا...... لیجئے صاحب وہ رہا آپ کا ہوٹل
A- مجھے مینجر صاحب سے ملنا ہے۔
B- جی ان کا دفتر وہ ہے۔ دائیں ہاتھ کو
A- السلام و علیکم! مینجر صاحب! میں چند دن یہاں ٹھہروں گا۔
B- کیا آپ کے پاس ایک آدمی کے لئے کمرہ خالی ہے؟
جی ہاں تشریف لے چلئے کمرہ نمبر آٹھ میں اس طرف۔ کیا آپ کو پسند ہے؟
A- میرا خیال ہے ٹھیک ہی ہے۔ اس کا کرایہ کیا ہے؟
B- جی پندرہ روپے روزانہ۔ آپ کچھ کھائیں گے؟
A- نہیں صرف چائے بھیج دیجئے۔ اچھا تو ناشتہ کتنے بجے تیار ہوتا ہے۔
B- سات بجے
A- اور کھانا؟
B- دوپہر کا کھانا ایک سے دو بجے اور شام کا آٹھ سے نو بجے
A- یہاں ایک دن کی خوراک کی کیا قیمت ہے؟
B- جی دس روپے روزانہ۔
A- یہاں کوئی لانڈری بھی ہے؟
B- جی ہاں! میں ابھی آدمی بھیج دیتا ہوں۔

Section IX

DIALOGUE WRITING

Dr. Surriya Shaffi

DIALOGUE WRITING

A dialogue is conversation between two characters which is meaningful. In writing dialogues the principles of conversation such as turn taking, responding, interaction, etc. must be followed. The writer of the dialogue has to put himself in the position of both the characters and imagine what each would speak and how the other would react to his speech. Dialogue writing is a highly imaginative activity.

While writing dialogues the following points must be kept in mind. The dialogue must:

(i) distinguish one speaker/character from another
(ii) create the impression that the speakers are real people in a real world, using language for a purpose
(iii) sound like natural speech
(iv) carry the action of the situation
(v) be interesting.

RULES FOR WRITING DIALOGUES

1. Think very carefully about the subject/topic/situation you are required to write about and jot down the main arguments, opinions/thoughts, expressions and feelings that might be expressed by the persons taking part in the dialogue.

2. Sequence these ideas in an order so that it seems that one thought arises naturally from another, with sentences building up the conversation, otherwise the dialogue might appear incoherent and pointless.

3. Names must be given to the two speakers which should be clearly written on the left hand side of the paper and separated from the speech by a dash (-) or a colon (:). This helps to visualize characters and the way each would express his views.

4. The speech/spoken words should **not** be put in inverted commas.

5. The dialogue should not be too long. A convenient length is about 10-12 exchanges though much will depend on the situation protrayed.

6. Stock phrases such as *my god, thank goodness, oh dear, what a shame, hello, what the hell, so what, so nice, good, splendid,* etc, may be used, but sparingly.

7. Use forms which are typical of the spoken language. e.g. contracted forms *(I'll, we'll, should've),* hesitation markers *(er, um, I see, yes, well).*

8. Do not make the characters repeat their thoughts. As in real life, interruptions and asking questions in conversation are permissible now and then.

9. Pay special attention to the opening and closing sentences. The dialogue should begin in a way that the topic under discussion or the problem situation (the setting) becomes clear at once. The conversation should lead up to some conclusion visible in the last sentence.

10. After writing the dialogue read it out aloud and see how far it sounds like spontaneous conversation. See that the characters do not indulge in public lecturing!

SAMPLES OF DIALOGUES

In daily life we often learn about people by listening to what they say and how they say it, which not only reveals their thoughts, feelings and personality but keeps the conversation moving.

1. A telephone conversation between a woman and member of the city's fire brigade.

Woman: 704999? Is this the Shadman area Fire Brigade?
Fireman: Yes, madam, it is. Can I help you?
Woman: I live in this area and I want to report a fire. Who am I addressing? I want the officer in charge.
Fireman: I'm the officer in charge. Where is the fire madam?
Woman: In my house of course.
Fireman: I see. But where is it?
Woman: Oh, sorry! In the kitchen.
Fireman: Right, madam. How do we get there?
Woman: Well, you've got a fire engine, haven't you?
Fireman: Yes, we do.
Woman: Then get on it and come quickly!
Fireman: But will you please tell me where you live!
Woman: Oh, I couldn't do that! I don't know you!

2. A dialogue between a sick man who is desperate to see a doctor and a receptionist at a medical clinic.

Patient: I'm not well. I want to see Doctor Adil.
Receptionist: Well, I'm afraid you can't see him. He's ill.
Patient: O.K. What about Doctor Shabbir?
Receptionist: He's on leave.
Patient: And Doctor Hafeez? Is he available?
Receptionist: He's on leave.
Patient: And Doctor Hameed? Is *he* available?
Receptionist: He's out of town.
Patient: Is there *any* doctor here tonight?
Receptionist: Well.... There's Doctor Najma who's on duty tonight....
Patient: Oh good! At least there's *someone* I can consult.
Receptionist: .....but her car broke down, so she's not here. It will be sometime before she comes in. Can I help you?
Patient: Well I don't feel very well.
Receptionist: Is that all? I suggest you go home and stay in bed.
Patient: Brilliant idea! Wonder why I never thought of that?

3. A conversation between two brothers who have just learnt that their uncle has left them a lot of money. They discuss what they will do with the money.

Jameel: What do you have there, Khaleel?
Khaleel: A letter from Uncle Riaz.
Jameel: What does it say? Is he going to come for a visit?
Khaleel: I don't know. It just arrived five minutes ago.
I'm going to read it to you. It's for both of us.
It says:

'Dear Jameel and Khaleel,

> I have some good news for you. I own some land near Islamabad. Some philanthropic people are going to build a hospital there, and they are going to buy my land. They're going to pay Rs. twenty lakhs. I don't need the money, so I'm going to give it to you.'

Jameel: Good old Uncle Riaz! Twenty lakhs! What are we going to do with all that money?

Khaleel: I'm going to put my share in the bank. I'll use it to study for a Ph.D. in physics in America.

Jameel: Well, I'm not so keen on studies. I'm first going to buy a car, then build a house and with what's left set up a small business - a general store most likely.

4. A college magazine reporter interviews a man known for his prejudiced views against college students.

Reporter: Faseehat Sahib. I understand that you have been saying some unkind things about college students.

Faseehat: Why not? They're all trouble makers. Look at their dress. Their dirty jeans, long hair and beards. Some of them even wear chains round their necks. They're no good.

Reporter: When was the last time you were on a college campus, sir?

Faseehat: I was expecting you to ask me that question. You think I don't know what I'm talking about, eh? Well, let me tell you my son's friends go to college and the way they behave tells me enough that they're no good.

Reporter: Faseehat Sahib, my question is.........

Faseehat: I once walked past a college. You wouldn't believe the things I saw. I would never have believed them if I hadn't seen then with my own eyes.

Reporter: But what did you see?

Faseehat: I saw groups of boys - all smoking 'bhung'.

Reporter: How did not know it was 'bhung'?

Faseehat: What else would they have smoked?

Reporter: Well, sir, they may have been smoking regular cigarettes for all you know! By god, if this is not prejudice then what else is.

5. A dialogue between two college girls discussing their future plans.

Maria: College years pass away so quickly. Soon we'll be graduating and after that we'll have to start looking for a job.

Saira: How true. I've already started writing my personal bio-data and achievements record, etc. for I'd like to apply to the Lahore University of Management Sciences.

Maria: That will take some time and it won't be easy as very few people get into LUMS. If you get the opportunity it will be great.

Saira: I'm not worried about my academic record. It's the financial side that's bothering me. The fee is quite high and my father is going to retire this year. So I really don't know how'll I manage. How about you?

Maria: Well, I plan to do a beautician's course. These days beauty parlours are the 'in' thing - and people are making a lot of money.

Saira: You'll have to be really good at it to attract customers. There's a lot of competition you know. And then you'll need a lot of funds to set up the business. Who will finance you? Have you thought of doing something else?

Maria: Yes. There is the other option - teaching.
Saira: Really? You do have very different professions in mind!
Maria: Yes, I'll teach in the morning and work as a beautician in the evening.
Saira: Well, there's no harm in planning. It may work out.

6. A dialogue between a father and his son who has come home late.

Father: Have you any idea what time of the night it is?
Son: I'm sorry but I think I'm old enough to look after myself.
Father: You don't answer me back like that. The rules of this house have to be followed. You do not stay out after sunset.
Son: After sunset? This is ridiculous. I'm not a girl. All my friends stay out late till after midnight.
Father: Well your friends can stay out as long as they like. May be it suits their parents to keep their children out of the house. But your parents want you to share the evening meal be with the family.
Son: What's so important about sharing meals?
Father: Son, it is the one time in the whole day that we can get together. It is an opportunity for you to share your experiences of the day with your family and get to know each other better. This is what makes a home a home; it knits a family together.
Son: I'm sorry father. I never realised all this. In future I shall be home early.

7. Another dialogue between a father and his son who has come home late.

Father: Do you realise what time it is? It's eleven o'clock. This is no time to return home. Where have you been?
Son: Out. Just out.
Father: That's no answer. Why don't you say you were out with your hopeless friends.
Son: My friends are not hopeless. We were in the library studying for the exams.
Father: Which library is open at this time of the night I'd like to know?
Son: Oh we went out for dinner later.
Father: You don't realise what you're doing. This gallivanting around will not help in your studies. You are playing with your future.
Son: I'll handle my future without your help.
Father: Yes, just like you did your last exams. You only passed in one subject.
Son: Criticism, criticism. That's all you do. Have you ever thought why I passed in one subject only?
Father: Yes. Because your worthless friends distract you.
Son: But my friends passed all their subjects.
Father: Son, this exactly what I want you to realise. They all study when it is the time to study and play when it is the time to relax. It is *you* alone who does not know when and where to draw the line.

8. A conversation between two neighbours who discuss a third neighbour whose boys play loud music.

Mrs. Khanzada: You look very pale Mrs. Sheikh. Aren't you well?
Mrs. Sheikh: No, not really. I haven't slept well for the last couple of days.
Mrs. Khanzada: I know what you mean. We also haven't slept well these past few days. The Quraishi boys play music so loud during the night that its virtually impossible to sleep. They really don't know what good neighbourliness is.

Mrs. Sheikh:	Forget it my dear. Those days are gone. I went to complain about the noise of their record player.
Mrs. Khanzada:	Then? What happened?
Mrs. Sheikh:	I knocked on their door and stood there for a long time. Nobody answered. I waited for at least half an hour still nobody answered. Finally their eldest son came out. Most probably he was going to the bazaar. I don't think anybody heard the door bell.
Mrs. Khanzada:	Yes most likely. I suppose the whole family's become deaf listening to all this loud hi-fi music.
Mrs. Sheikh:	Well, I said, 'Could you please turn the music down?' and he answered, 'I can't hear you! The music's too loud! So I said, 'I know! That's why I'm here!' And do you know what he said in return?
Mrs. Khanzada:	Yes?
Mrs. Sheikh:	'Good! I'm glad you like it' and he went back
Mrs. Khanzada:	Wonder what's the world coming to!

9. A dialogue between a teacher of English and a student discussing ways to improve the writing of English.

Ayesha Khan:	If are you free Mrs. Rashid I'd like to discuss my English essay with you.
Mrs. Rashid.	Yes I am. What's the problem?
Ayesha Khan:	I'd like to improve my English writing? I got such a low mark in my essay. I want to write good English.
Mrs. Rashid.	Well, Ayesha your essay didn't have mush content. You had taken ideas from several essays from bazaar guides and just strung them together.
Ayesha Khan:	I really don't know how to write in English. Is there anyway I can learn to write on my own?
Mrs. Rashid.	Yes you can, provided you have the will. I can guide you alright.
Ayesha Khan:	Fine, Mrs. Rashid. When can I start?
Mrs. Rashid.	From today.
Ayesha Khan:	But what shall I write and how do I go about it?
Mrs. Rashid.	To begin with I shall ask you to write a journal, a diary. I just want you to put pen to paper and write. You start by recording the events of the day, all that you did. Just record your feelings and impressions about people, things and events as you observe them.
Ayesha Khan:	But won't that be too much?
Mrs. Rashid.	No dear. Just one page a day. Never mind the grammar, spellings, etc. Just write without giving any thought to all this. Once you learn to express your ideas you will gradually pay attention to these points.
Ayesha Khan:	Will you check my writings?
Mrs. Rashid.	Yes, why not. In no time you will begin to enjoy writing. You learn better if you enjoy at the same time.
Ayesha Khan:	Thank you Mrs. Rashid. I shall certainly avail of this opportunity.

TOPICS FOR DIALOGUE WRITING (10-12 exchanges)

1. Write a dialogue between two fresh graduates discussing the merits of joining the armed forces.

2. Write a dialogue between two persons in a train discussing the condition of their railway compartment.

3. Write a dialogue between a salesman who does not have what a customer wants.

4. Write a dialogue between a tourist who wants to visit a famous monument in the city and a policeman who tells him that it is not possible to dc so on that particular day. Give a plausible reason why it is not possible.

5. Write a dialogue between a policeman who sees a young man doing something suspicious (you must say what the suspicious act is). The young man has to explain what he is doing and why he is doing it.

6. A young athlete has broken a world record and is being interviewed by a newsreporter. Write the interview.

7. Write a dialogue between two young ladies discussing their hobbies.

8. Write a dialogue on the choice of a profession - law or medicine.

9. Write an imaginary conversation between a mother reprimanding her daughter for her spendthrift habits.

10. Write an imaginary conversation between a husband and wife on learning that the husband's mother is coming to stay with them.

Section X

IDIOMATIC EXPRESSIONS

Prof. Sabiha Mansoor

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IDIOMATIC EXPRESSIONS

Introduction

In the spoken and written English of today idiom is an established universal and essential element that used with care ornaments and enriches the language. Idioms are phrases or expressions which are peculiar to a language and approved by its usage, although the meanings they convey are often different from their grammatical or logical significance. They rarely make sense if they are considered literally. To understand them one needs constant practise in English. The *chief errors* in this connection are:-

(1) **Interpreting literally** on first meeting an idiom.

e.g. A certain headmaster wrote in the Staff Notice Book:

I would like to say that in this matter **the office is playing ball.**

The English experts had to explain that the office staff had not taken the afternoon off to play football but were being co-operative in the matter concerned.

(2) Attempting to **use literally** what has became an idiom.
e.g. I soon dressed and **stepped into my brothers shoes..**

(3) **Changing one word** or even a letter of an idiom which may change the whole meaning. This applies particularly to the changing of **prepositions**:
e.g. The old man **died with** laughter. (**died of** is the correct expression)

It is usually possible to adjust **a pronoun, a possessive adjective,** and the **tense of a verb**.

e.g. **(Make our self scarce) She** made herself **scarce.**

e.g. **(Make one's pile) My** uncle **made his pile** selling burgers.

The idioms selected in this section are those in use today. Students are advised to familiarize themselves with the idiomatic expressions and their usage so as to use them appropriately in spoken and written English. If students are interested in the origin or allusion of an idiom or would like to be familiar with more idioms than those listed in this chapter they should consult V.H. Collins (1958), Concise Oxford Dictionary (1954) and W.S. Fowlers Dictionary of Idioms.

It is advised that students attempt all the activities in this chapter so as to pass from the early stages of familiarization and controlled writing to the advanced stages of free writing in the use of Idioms.

ACTIVITIES

Familiarization

Activity I (Pairwork)

Below is a list of idioms with their meaning of expression. Read them carefully and try and understand their meanings, Later **write down the meanings of each idiom in your own words** in the space given below. Discuss with your partner (or teacher) any difficulty you may face.

Note:- (This activity may be done in several sittings.)

IDIOMS

1. **to add insult to injury.**	*First to injure a person and then to insult him, so indicating a second act against a person.*
2. **alive and kicking.**	*active and full of energy, especially with reference to somebody who has been inactive, out of the running, perhaps ill.*
3. **all in all.**	*when consideration is paid to all the circumstances; when everything is summed up; on the whole.*
4. **to all intents and purposes.**	*virtually, practically, in effect.*
5. **of all people.**	*Elliptical for most surprising of all people one might imagine doing or saying or thinking that.*
6. **alma mater.**	*university, college, school where one was educated.*
7. **an arm-chair critic.**	*a person who irresponsibly passes criticisms, especially unfavourable, on something of which he has not first-hand.*

	practical, knowledge.
8. up in arms.	*suddenly roused to strong opposition or indignation.*
9. to ask for trouble.	*to do what one ought to know will lead to difficulties, complications, undesirable and perhaps disastrous consequences.*
10. back door.	*the term is applied derogatorily to information got in a secret and disreputable way.*
11. bad blood.	*ill feeling between two people or bodies.*
12. a baker's dozen.	*thirteen.*
13. not to bat an eyelid.	*not to show any sign of discomposure or embarrassment about something said or done.*
14. at bay.	*showing fight when forced into a difficult situation.*
15. the be all and end all.	*the essential aim with the accomplishment of which the affair ends.*
16. to bell the cat.	*to undertake for the common good a dangerous task that will make an enemy harmless; or more generally, to undertake the dangerous part in a course of action.*

17. the benefit of the doubt.	*the assumption when there are two possible alternatives, and proof is not possible, that a person is not culpable or guilty.*
18. at best (or at the best).	*(1) if the best happens. (2) in the best or most favourable circumstances, or in the best interpretation.*
19. one's better half.	*one's wife (now often used jocularly).*
20. to be too big for his boots.	*to consider himself too important for his present position and occupation.*
21. a bitter pill.	*an unpleasant, especially a disappointing, experience, blow that one has to endure.*
22. to blaze a (or the) trail.	*to initiate preparatory work in a movement, cause, etc.*
23. to bless one's stars (or lucky stars).	*to recognise that one has been fortunate in the given circumstances.*
24. brute force.	*physical action or strength, as contrasted with moral pressure, persuasion, etc.*
25. to build upon sand.	*to make plans, start an undertaking, organise a scheme, etc. on an insecure foundation.*
26. to blow one's own trumpet.	*to praise or boast of one's actions, virtues, etc.*
27. a burning question.	*a theme or subject of dissension that is not merely one on which people hold conflicting feelings but one that causes*

	heat; i.e. a matter of controversy, arousing strongly conflicting opinions.
28. as busy as a bee.	*The selection of a bee as a symbol of a busy person goes back to the fourteenth century.*
29. to call a spade a spade.	*to be outspoken in language, not to use euphemisms.*
30. not to care a hoot (or two hoots).	*not to care the smallest bit.*
31. to carry the day.	*to be victorious, to gain one's point.*
32. a casting vote.	*a decisive vote given by the chairman of a meeting.*
33. as cheap as dirt.	*extremely cheap, or worthless.*
34. to get a thing off one's chest.	*to free one's mind from a matter that was troubling or obsessing one, by speaking about it, or, less commonly by taking action.*
35. to claim one's pound of flesh.	*to insist on one's rights and ruthlessly exact payment or service, when that means extreme hardship.*
36. a clean slate.	*a record free from blame, disrepute, guilt; or an assessment of a person that takes no account of previous errors, failures, disagreements etc.*

37. to be in the clouds.	*of a person, day dreaming, whose mind is filled with visionary thoughts; of an idea, to be visionary, obscure, vague.*
38. under a cloud.	*in disfavour, in disrepute, in disgrace, under suspicion, with a slur on one's character.*
39. off colour.	*not very well in health.*
40. to come down a peg.	*(1) to lose credit (in the estimation of a person). (2) to reduce one's demands in what one is charging or asking or expecting.*
41. to cook a person's goose.	*(1) to ruin him. (2) to ruin a particular project etc. of his.*
42. to count one's blessings.	*to reckon the fortunate circumstances in one's life, and be thankful for them, as compensation or perhaps even outweighing one's ills.*
43. to have the courage of one's convictions.	*to have the courage to speak or to act in accordance with what one believes.*
44. to crow over.	*to exult excitedly or conceitedly about one's success.*
45. to cry (weep) one's (a) eyes, (b) heart out.	*to cry from grief, constantly, or continuously, bitterly, profusely, inconsolably.*

46. to cry for the moon.	*to want, set one's heart on, something that is impossible to get.*
47. to cut no ice.	*to make no impression, to have no effect.*
48. at daggers drawn.	*openly hostile.*
49. (a) in, (b) out of, one's depth.	*refers to one's knowledge and understanding of the matter concerned.*
50. to draw a (or the) line	*to fix a limit between two things beyond which one refuses to go or to allow or approve action.*
51. to draw (or pull) the wool over a person's eyes.	*to deceive a person by not letting him know something.*
52. a drop in the bucket (or ocean).	*a contribution in money, kind, or service, so small, in propor to what is needed, as to be negligible.*
53. a lame duck.	*The Oxford Dictionaries define this as a disabled person. The phrase is commonly used also, derogatorily, for an incompetent, feeble, useless person.*
54. to lend an ear.	*to listen, to attend.*
55. easier (or that is easier) said than done.	*It is easy enough to talk like that, and/or to propose or intend to do it, but the execution of the plan has serious difficulties.*

56. **Easy (or lightly, or light) come and go; or Easy come, easy go.**	*Easily earnt money is quickly spent.*
57. **to eat out of person's hand.**	*subserviently to do whatever a person orders.*
58. **the eternal triangle.**	*the constantly occurring situation in life, in literature and on the stage, through all ages, where a man and two women, or two men and one woman, are involved in a love complication.*
59. **an eye for an eye** *sometimes followed by* ***and a tooth for a tooth).***	*Retaliation of an equal ferocity. The expression is an adaptation of the Bible.*
60. **with a jaundiced eye**	*regarding with jealousy, envy, prejudice, dislike or distrust.*
61. **to close (or shut) one's eyes.**	*to ignore, deliberately not to pay attention to or recognize (especially irregular conduct).*
62. **a sight for sore eyes.**	*an extremely welcome sight.*
63. **far from the madding crowd.**	*away from the distracting turmoil of people rushing about on their own affairs and not united in intenion or emotion.*
64. **to fight a losing battle.**	*Physically, morally or mentally, to be enaged in a struggle (a) in which one is losing; (b) in which one is bound to lose on account of the indomitable forces arrayed against one.*
65. **to have at one's finger ends (or tips).**	*to be thoroughly expert (in subject), practically or intellectually.*

66. as fit as a fiddle.	*in a first-rate physical condition.*
67. by (or in) fits and stars.	*spasmodically, fitfully.*
68. to make one's flesh creep.	*to give one a feeling of fear and horror.*
69. to fly off the handle.	*to lose one's temper.*
70. a fools' paradise.	*a state of illusory happiness or prosperity that will later be shown to have been unreal and will be shattered.*
71. with one foot in the grave.	*not far off death.*
72. (a) to give. (b) to have, a free hand.	*(a) to allow (a person), (b) to be allowed, complete liberty or discretion in a matter.*
73. the gift of the gab.	*facility in speaking.*
74. to give one the creeps.	*The meaning of this expression, with 'creep' used as a noun, is the same of* **to make one's flesh creep,** *with it used as a verb.*
75. to go all (or to all) lengths.	*not to hesitate to go to any extremes.*
76. to go down the drain.	*Of money, to be wasted.*

77. a good Samaritan.	*a kindhearted charitable person who goes to the help of those in need, even if they are strangers.*
78. for good and all.	*permanently, for ever.*
79. to make good.	*to repair or replace what has been destroyed or injured or is deficient.*
80. to grease a person's palm.	*with money to bribe a person in order to extract service, information.*
81. green with envy.	*as far back as in Middle English envy and jealousy were thought to be shown by a green hue of the complexion.*
82. to have green fingers.	*to have a natural talent as an amateur gardener.*
83. a hairpin bend.	*an extremely sharp bend in a road that is difficult or dangerous to take in driving.*
84. hand in hand.	*in close association.*
85. hand and foot.	*(1) with 'bind' or 'tie' especially in the passive ('bound' 'tied'), in complete subjection to a person, or completely restrained by conditions or rules; (2) with ' wait upon', serve assiduously.*
86. an (or the) iron hand in a (or the) velvet glove.	*ruthless action under a semblance of gentleness or politeness.*

87. to have the upper hand.	*to have control or mastery.*
88. to have one's hands full.	*to have as much work as one can do.*
89. a hard nut to crack	*a hard problem to solve.*
90. to harp on (or upon) the same (or on one) string.	*to dwell tediously on one subject.*
91. head and shoulders above.	*far superior.*
92. to have one's head screwed on the right way.	*to be sensible, especially in practical matters.*
93. heart and soul (adverbially), or in one's heart and soul.	*with one's deepest feelings and thoughts.*
94. to cool one's heels.	*to be kept standing or waiting.*
95. to take to one's heels.	*to run away suddenly.*
96. to hold one's (or one's own) ground.	*to maintain one's position against attack or oppositions.*
97. on the horns of a dilemma.	*in a situation where one of two courses has to be chosen, in action, argument, etc., of which one is as unpleasant as the other.*
98. a hue and cry.	*an outcry raised about something, in alarm or opposition.*

99. **a jack of all trades.** (sometimes followed by **and master of none**).	*a person capable of doing many different jobs, but without special skill in any one of them.*
100. **to keep at arm's length.**	*to avoid close relations with a person.*
101. **to keep in the dark.**	*to be in the dark, to be ignorant.*
102. **to knock the bottom out of.**	*to make a scheme, arrangement, project, etc., ineffective or useless; or to make a theory etc. invalid.*
103. **a labour of love.**	*work undertaken solely or chiefly from interest in it , or from affection for a person for whom it is done, and not for the remuneration, credit, etc., gained.*
104. **the lap of luxury.**	*great luxury.*
105. **late in the day.**	*in a general sense that might apply to a long period of time, at a late stage, often with the implication to eat something has been done or has happened too late to be welcome or likely to be of much use.*
106. **to lay it on thick.**	*to flatter fulsomely.*
107. **to leave out in the cold.**	*to ignore (a person), neglect him, deliberately exclude him from taking part in something.*
108. **to lick the ground.**	*to be abjectly subservient.*

109. **like a bull in a china shop.**	*extremely clumsy, blundering troublesome, especially in delicate circumstances calling for care and tact.*
110. **like a house on fire.**	*extremely quickly or easily, and often to one's great satisfaction.*
111. **like water off (or on) a duck's back.**	*The simile is used with reference to advice, warning, to which not the slightest attention is paid. The words are often uttered in irritation or disgust or despair by a person complaining about this.*
112. **lip-service.**	*agreement, praise, support, etc. that is of the lips only, and is not heartfelt.*
113. **the long and the short of it.**	*The gist of the matter, the essential point, the substance of the argument, whether one describes this at length in full detail, or gives only a brief summary.*
114. **to look as if butter would not melt in one's mouth.**	*to have an extremely demure expression and manner. Sometimes, more specifically, to assume an air of innocence when one is guilty.*
115. **to look through coloured spectacles.**	*to see things, not as they are, but changed and biased so that they assume a falsely favourable appearance.*
116. **a lost cause.**	*a political or other aim, project policy, etc., that has been defeated.*

117.	There is no love lost between them.	*this expression was at one time used with the meaning their affection is mutual, but it is now always used to mean the opposite, They dislike each other.*
118.	to make a clean breast of.	*to admit and confess fully.*
119.	to make one's mouth water.	*to cause one to desire a thing intensely.*
120.	the melting-pot	*the circumstances in which arrangement, especially institutions, are being greatly changed.*
121.	a one-track (or single-track) mind.	*a person with a mind that is narrowly obsessed by one main line of thought.*
122.	to be put through the mill.	*to get one's training in the occupation one is following through hard work and harsh experience enforced by one's superiors.*
123.	to mince words.	*The phrase is always applied negatively, meaning not to soften one's language; not to moderate one's words for the sake of politeness; no to use euphemisms; to speak frankly in downright style.*
124.	to look for a needle in a haystack(or in a bottle of hay).	*to search for a small thing in a space so wide or among such a multitude of things that it is almost hopeless to find it.*
125.	in the nick (or very nick) of time.	*just in time; at the critical moment.*

126. **a new lease of life.**	*fresh and improved conditions in one's circumstances, material and, or, spiritual.*
127. **a nine day's wonder.**	*something causing for a short time excitement that soon dies down, and is then no more thought of or spoken about.*
128. **to nip in the bud.**	*to stop a process etc. at the beginning.*
129. **nothing to write home a about.**	*nothing remarkable, unusual, exciting, to boast about; or serious enough in a good or bad way to make a fuss about.*
130. **in a nutshell.**	*put concisely.*
131. **odds and ends.**	*a miscellaneous collection of object with out classification, method, arrangement.*
132. **an open secret.**	*a piece of information that, though formally supposed to be secret, is matter of general information.*
133. **out of sorts.**	*slightly unwell; rarely not in one's normal spirits.*
134. **to paint the town red.**	*to have a riotously gay time.*
135. **part and parcel.**	*a necessary, essential, element in an arrangement etc.* 2240X
136. **a man of parts.**	*a man of capacity, talents, intellectual ability.*

137. **to pass the baby.**	*to evade responsibility by transferring a job or duty to another person or quarter.*
138. **as like as two peas in a pod.**	*The simile of peas is taken as a symbol of identity in appearance.*
139. **penny-wise and pound-foolish.**	*careful in spending money on things that cost a little, but wasteful when it comes to those that cost a lot.*
140. **petticoat government.**	*excessive rule of women in the home, or excessive influence by them in politics.*
141. **to pick a quarrel.**	*to search for and find an occasion to quarrel.*
142. **from pillar to post.**	*from one resource to another.*
143. **piping hot.**	*extremely hot.*
144. **to play with fire.**	*to trifle with danger; to engage lightly in an affair that has danger in it and may lead to disastrous results.*
145. **as pleased as Punch.**	*extremely pleased.*
146. **to pocket (or swallow) an insult.**	*to accept an insult without rejoinder or an attempt to retaliate.*

147.	**to stretch a point.**	*(1) to do more than one is bound to do, often as a concession. (2) to do more than one is entitled to do in a matter.* __________
148.	**point-blank.**	*straightforwardly, directly, plainly, bluntly, flat. The general allusion is to shooting at a target.* __________
149.	**post-haste.**	*with all possible speed.* __________
150.	**to put the best foot (or leg) forward.**	*to walk as fast as one can. To make as energetic efforts as one can to do things quickly.* __________
151.	**a rainy day.**	*possible time of difficulty or trouble in the future for which resources, especially money, will be needed.* __________
152.	**a raw deal.**	*harsh or unfair treatment.* __________
153.	**to read between the lines.**	*to find a meaning or purpose not obvious or explicitly expressed in something written, or spoken, or (rarely) done.* __________
154.	**a red-letter day.**	*an important and memorable day.* __________
155.	**to rise like the Phoenix.**	*to rise with new life and vigour from the remains of what is dead or obsolete.* __________
156.	**rotten to the core.**	*utterly bad to the innermost part of his soul.* __________

157.	**rough and ready.**	*though not thoroughly and perfectly done, good enough to serve the immediate purpose.*
158.	**a royal road.**	*a smooth, easy, way to achieve success, make progress, gain one's object.*
159.	**to rub shoulders.**	*to be in close contact or on informal terms.*
160.	**(a) to get, (b) to give (a person), the sack.**	*(a) to be dismissed;* *(b) dismiss (a person), from employment.*
161.	**in one's salad days.**	*in the time of one's youthful experience.*
162.	**the salt of the earth.**	*the finest type of humanity.*
163.	**a saving grace.**	*a redeeming virtue.*
164.	**screw up one's courage.**	*rouse and strengthen one's boldness and resolution.*
165.	**to see no further than one's nose.**	*to be lacking in mental vision; to be conscious only of circumstances around one, events that are happening; and be unable to foresee or imagine the near or distant future.*
166.	**to sell like hot cakes.**	*to have a big and quick sale.*
167.	**to send packing.**	*summarily to dismiss a person.*

168. **to serve (or wait on) hand and foot.**	*to attend to with assiduous service.*
169. **to shift one's ground.**	*to alter one's expressed opinion or attitude, especially in an argument.*
170. **to step into a person's shoes.**	*By promotion or otherwise to occupy the position another person had, in employment, reputation, etc.*
171. **a shot in the dark.**	*a guess at something one suspects, though one has no substantial grounds for believing it.*
172. **to skate on thin ice.**	*to do or say something that may lead to trouble.*
173. **a sleeping partner.**	*a member of a business who has capital in it and shares the profits but takes no part in its management.*
174. **to smell a rat.**	*to have suspicions.*
175. **to speak volumes.**	*to reveal a great deal (1) in extremely few words; (2) without saying a word, by a gesture or look.*
176. **to spin a yarn.**	*to tell a tale, especially a long or marvellous or incredible one.*
177. **on the spur of the moment.**	*suddenly, without previous consideration.*

178. to stab in the back.	*a treacherous, underhand attack, by action or words, where the victim has not a chance of defending himself.*
179. to stem the tide.	*to oppose a force and successfully make progress against it.*
180. to stir up a hornets' nest.	*by indiscreet action, especially interference, to rouse violent opposition among people that involves one in serious trouble.*
181. a storm in a tea-cup.	*disturbance, fuss, excited concern, over a trifling matter.*
182. a man of straw.	*a person of no importance or financial substance.*
183. to strike a false note.	*to introduce a point that is erratic, incongruous, out of keeping.*
184. on the sunny side of.	*to took at the bright side*
185. to have a sweet tooth.	*to have a strong liking for eating sweet things.*
186. to take the bull by the horns.	*boldly facing and tackling a difficulty.*
187. to take to task.	*to find fault with, rebuke, call to account, in a matter.*
188. to take with a grain of salt.	*not to believe a thing entirely.*
189. to talk shop.	*though engaged in what is supposed to be private informal conversation, or of general interest in mixed gatherings, to*

		confine one's talk to one's business or professional affairs. The expression is often used derogatorily of a person who boringly inflicts this on his audience.
190.	**a tall order.**	*a request or demand that is excessive, unreasonable, difficult to comply with.*
191.	**the turn of the tide.**	*the reversal in the state of things (usually with reference to improved conditions).*
192.	**too good to be true.**	*Of something heard or read that is so especially desirable or so unexpectedly and surprisingly excellent or perfect that one cannot believe it to be true.*
193.	**I would not touch him with (a) a pair of tongs, (b) a barge pole.**	*I loathe him so much that I would not have anything to do with him.*
194.	**a turncoat.**	*one who changes his principles, party, friendship for a person; a renegade.*
195.	**Two wrongs do not make a right.**	*for a bad deed to be repeated by a second similar one, or imitated by another person, does not justify it, palliate it, deprive it of its badness.*
196.	**a voice (crying) in the wilderness.**	*a person preaching a message, warning, etc., who gains no listeners or believers.*
197.	**a walk-over.**	*an extremely easy win.*

198. to weather the storm.	*to come safely through a violent disturbance, political, social, etc.*
199. a white lie.	*an untruth that is regarded as not serious; or harmless; or sometimes even, when the motive is to comfort or otherwise benefit, meritorious.*
200. to be as good as one's word.	*to keep one's promise.*

FAMILIARIZATION
(Pair Work)

Activity 2
Mix and Match

Here is a list of idioms. Match the idioms to their correct meanings by drawing a line. When you have finished compare with your partner anddiscuss similarities and differences.

IDIOM	MEANING
1. to paint the town red.	Suddenly, without previous consideration.
2. as pleased as Punch.	So especially desirable or so surprisingly excellent that one cannot believe it to true.
3. on the spur of the moment.	to keep one's promise.
4. a man of straw.	to put concisely.
5. on the sunny side of .	extremely pleased.
6. in a nutshell.	to come safely through a violent disturbance political, social etc.
7. too good to be true.	with all possible speed.
8. piping hot.	to have a riotously gay time.
9. to weather the storm.	a person of no importance.
10. post - haste.	extremely hot.
11. a white lie.	to look at the bright side.
12. to be as good as one's word.	an untruth that is regarded as not serious; as harmless;

Familiarization

Activity 3 (pair work)

Here is an activity similar to the one you have done earlier. Match the Idioms to their correct meanings by drawing a line. When you have finished compare with your partner and discuss similarities and differences.

IDIOM	MEANING
1. **alive and kicking.**	an unpleasant, especially a disappointing experience, blow that one has to endure.
2. **alma mater.**	not to show any sign of discomposure or embarrassment
3. **bad blood.**	to initiate preparatory work in a movement, cause etc.
4. **up in arms.**	to consider himself too important for his present position and occupation.
5. **not to bad an eyelid.**	active and full of energy.
6. **one's better half.**	to praise or boast of one's actions, virtues etc.
7. **to be too big for his boots.**	a matter of controversy, arousing strongly conflicting opinions.
8. **a bitter pill.**	ill feeling between two people or bodies of people.
9. **to blaze a trail.**	suddenly roused to strong opposition or indignation.
10. **to blow one's own trumpet.**	to be outspoken in language.
11. **a burning question.**	one's wife.
12. **to call a spade a spade.**	University, college, school, where one was educated.

Familiarization

Activity 4 (Pair work)

In one short phrase or word, explain to your partner what emotion or state of mind a person shows when he feels or does these things. Let your partner do every alternative one.

up in arms. ______________________

fit as a fiddle. ______________________

not to bat an eyelid. ______________________

off colour. ______________________

green with envy. ______________________

like a bull in a china shop. ______________________

out of sorts. ______________________

to pick a quarrel. ______________________

rough and ready. ______________________

at bay. ______________________

Guided Writing

Activity 5

Read the sentences to **infer the meanings of Idiomatic expressions from their context.** Write the meanings in your own words.

IDIOM	MEANINGS
1. To want an end to all the violence in this world is like *crying for the moon.*	
2. In this materialistic and corrupt society it is becoming more and more difficult to *draw a line between good and bad.*	
3. It is very painful to watch Raheel in this terminal state as it is quite clear that *he is fighting a losing battle against cancer.*	

4. There is no doubt that Shahid is *head and shoulders above* all the other students in his class.	
5. Wake up and stop living in a *fool's paradise.*	
6. When Farah heard of her colleague's promotion, she was *green with envy.*	
7. Instead of complaining all the time one should *count one's blessings.*	
9. They make a perfect couple as they get along like a *house on fire.*	
10. Even since her engagement Nazia has *been in the clouds.*	
11. With the arrival of her young grand children, Nasreen has been *as busy as a bee.*	
12. The Indian army is trying to crush the Kashmiri freedom fighters *through* sheer *brute force.*	
13. Jansher Khan is sure to win the World Squash championship as he is *fit as a fiddle.*	

Guided Writing.

Activity 6

Rewrite the sentences by replacing the phrase in italics with a suitable idiom. You may adjust the pronoun, possessive adjective or the tense of the verb where necessary.

At daggers drawn.

to nip in the bud.

an armchair critic.

back door.

to fly off the handle.

to have at one's fingertips.

the gift of the gab.

a jack of all trades and master of none.

a labour of love.

like a water off a duck's back.

there is no love lost between them.

to be put through the mill.

1) He has a volatile temperament and *easily loses his temper* under any kind of pressure.

2) In order to resolve this problem it is not enough for you *to irresponsibly pass criticism, without first hand practical knowledge.*

3) Raising the children of her dead friend was undertaken by Salma *chiefly from love and not for any credit to be gained.*

4) He would have thought twice before submitting his resignation had he *got his training in this job,through hardwork and harsh experience.*

5) I doubt if they will work well on this project together as they have been *in a state of open hostility for a long time.*

6) It is no good trying to cure long established bad habits; they *must be destroyed at the beginning.*

7) I am not too impressed with Ahmed as he is *capable of doing many different jobs, but without special skill in any one of them.*

8) Looking at his poor performance in the office during the first term, it seems quite obvious that he got the job through *disreputable means.*

9) With her *facility in speaking* it will not take her long to persuade him to reduce the price.

10) It is obvious from their behaviour that *they dislike each other*.

11) I have given up on my assistant as all my efforts to *advise and warn her have had no effect.*

12) Ali will not take long to complete this assignment as he is *an expert in the subject.*

Guided Writing.

Activity 7

Look at the list of idioms given below and select suitable idioms to fill in the blanks in the sentences. You may adjust the pronoun, adjective, or the tense of the verb where necessary

lip service.

not to care a hoot.

to add insult to injury.

rotten to the core.

in the nick of time.

to step into a person's shoes.

penny-wise and pound- foolish.

two wrongs do not make a right.

to stir up a hornet's nest.

to take the bull by the horns.

to look through coloured spectacles.

to smell a rat.

1) By raising this controversial issue at this time you will only be ____________.
2) The government does not seem sincere in its proposals to promote the regional languages and is paying only ____________.
3) The policemen were able to save the man from being attacked by reaching the spot in ____________.
4) Despite facing a very difficult and tough situation, Haroon ____________.
5) Having different backgrounds and experiences, each man looks at life ____________.
6) It is quite obvious from her careless behaviour that she ____________ for her younger brother.
7) After damaging his property and then taking him to court he has ____________.
8) The moment Saima saw the front door of her house open and a stranger walk out, she ____________.
9) No one should trust this man as he is ____________.
10) When the headmistress was suddenly taken ill, the senior teacher at the High School was asked to ____________.
11) Amina is so careful with her spendings but by investing in this ancient house she is ____________.
12) Despite his callous attitude, your behaviour is not justified as ____________.

Talk Time

Activity 8

Select one of the idioms and then explain to the class by relating to **real life experiences** what is meant by the idiom you have chosen.

a casting vote.

to get a thing off one's chest.

to come down a peg.

to cry one's eyes out.

to draw the wool over a person's eyes.

Easier said than done.

by fits and starts.

an iron hand in a velvet glove.

to have one's head screwed on the right way.

to keep at arm's length.

Free Writing

Activity 9

Use the following idiomatic expressions in sentences. Make sure the sentences convey the meaning of the idioms fully.

to ask for trouble.

the benefit of the doubt.

to build upon sand.

to carry the day.

to cut no ice.

to lend an ear.

a sight for sore eyes.

with one foot in the grave.

a hair-pin bend.

a hard nut to crack.

Free Writing

Activity 10

Use the following Idiomatic expressions in sentences.

of all people.

to bless one's stars.

to bell the cat.

a clean slate.

a drop in the bucket.

a lame duck.

Easy come, easy go.

the eternal triangle.

with a jaundiced eye.

to go down the drain.

Free Writing

Activity 11

Use the following idiomatic expressions in sentences.

to grease a person's palm.

to have one's hands full.

to harp on the same string.

to have green fingers.

a hue and cry.

to lick the ground.

to keep in the dark.

an open secret.

petticoat government.

a man of parts.

Creative Writing

Activity 12

Write a letter to the editor under the title **who will bell the cat** highlighting the role of the individual in cleansing society. The letter should explain the meaning of the title (idiom).

Activity 13

Write a paragraph using atleast 3 idioms from those listed below

to claim one's pound of flesh.

to crow over

out of one's depth.

to eat out of a person's hand.

far from the madding crowd.

to make good.

hand and foot.

to take to one's heels.

Creative Writing

Activity 14 (group work)

The principal has called a student to the office to do one of the following:

a) Congratulate him/her on dressing neatly and correctly.

b) Express dismay and dissatisfaction about the student irregular and low attendance.

c) Congratulate him/her on doing good work in all school/college subjects.

d) Reprimand the student for misconduct in class.

Note: The principal never uses idiomatic English, while the student uses nothing else.

Stage I

The class should divide into four or more groups of 6-8 students each. Each group should select one of the four possible dialogues (conversations between two people) from above.

Stage II

Each group should write a page of dialogue between the principal and the student. The students may use some of the samples of both formal and idiomatic expressions gathered below, but feel free to put in any others from the list of idioms given in the beginning of the chapter or any other they can think up as well. **Try and use atleast five idioms.**

(PRINCIPAL)	(STUDENT)
FORMAL	**IDIOMATIC**
1. Please be seated.	all, in all.
2. well done!	to all intents and purposes.
3. Create a disturbance.	the benefit of the doubt.
4. On behalf of.	at best.
5. It has been brought to my notice.	under a cloud.
6. Exercise a little self control.	off colour.
7. Under the circumstances.	to cook a person's goose.
8. Set a good example for others.	an eye for eye.
9. The faculty is impressed.	to give a free hand.
10. Your behaviour is inexcusable.	a good Samariton.
11. Keep up your good performance.	hand in hand.
12. This will set a bad example for others.	to have the upper hand.
13. Do write a note of apology.	in one's heart and soul.
14. I've been observing you.	on the horns of a dilemma.
15. Can you explain.	to leave out in the cold.
6. Your class teacher has spoken to me.	the long and short of it.
17. Stop making excuses.	a lost cause.
18. Are you sure?	to make a clean breast of.
19. What do you have to say?	to pass the baby.
20. It's better to be straight forward.	to pick a quarrel.
21. You may leave now.	to play with fire.
22. I will take this matter up.	point blank.
23. I will recommend you for an award.	a raw deal.

24. We may have to take disciplinary action.	to give the sack.
25. Will give you one more chance.	to mince words.
26. It is a matter of pride.	a saving grace.
27. Speak up!	a storm in a tea cup.
28. If you want	to take to task.
29. You have maintained your record	a tall order
30. I must inform you	to take with a grain of salt

Stage III

Each group should read out their dialogues to the rest of the class.

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Section XI

REPORT WRITING

Prof. Humaira Irfan

Report Writing

We live in a world which is full of reports they are part of everyones daily life. Turn on the television or radio and you will be listening to a report. It may be a news item or a documentary, or a weather forecast, but it will be a report. Similarly if you open a newspaper or flick through a magazine you will find reports on news, sport and specialist matters such as finance, gardening, or motoring. Others will take the form of tests of consumer goods, interviews or reviews.

In all these cases someone is trying to communicate information to others. It gives the facts about a situation or a problem. It may also consider the case for and/or against a proposed course of action. It may discuss the likely or actual effects of a decision or course of action. It may describe and evaluate the results of work or research. It may simply record a sequence of events.

In other words a report is a kind of functional or `transactional' writing. It can also be described as 'directed' writing. This means that the writers of reports are not free to make an open-ended composition out of their material, but are directed by clear 'terms of reference'. They need to produce an account that serves a practical prearranged purpose, often designed by the person calling for the report. These terms of reference form a framework of instructions or guidelines, which control the planning and writing of the report and need to be made explicit to the reader. A report therefore, is a formally written account which is governed by terms of reference known to both writers and readers. It is carefully compiled from data available to the writer and is directed towards achieving a specific purpose.

What are reports for?

A report can be used:

* to record routine events

* to record non routine events

* as the bases for making decision

* as a bases for avoiding decision

There are three main purposes for communicating information in reports:

* to describe

* to record

* to persuade

A report can have any one or a combination of a number of purposes.

In reports which describe an event or a situation or a specific happening, the main objective is to provide the readers with enough information to tell them what happened and to enable them to understand the significant elements.

Reports that set out to describe need to have to major elements - the narrative and the background information necessary to put the event into context.

Many reports are produced in order to place something on record. There may be a need in the future to refer back to a definitive source, or it may be necessary to produce reports which indicate progress or development over a period. In other instances there is less need to have an assessment of developments over a period of time. In such cases it is more important to have a record which can if needed be referred to in the future. The most common form of this type of report is the record or minutes of a meeting.

In both progress reports and meeting minutes the essential concern is to produce a true and correct record.

With reports that persuade the main aim is to make the reader arrive at a decision. The sort of article that sets out to persuade, however, will be discursive and can range over a number of different issues. It is likely that evidence will be used selectively with most emphasis being given to the evidence which supports the line of the argument. It is rare that the evidence is presented in the most objective way. It will nearly always be subject to interpretation.

Preparation:

Reports are written in five stages:

Stage I - Preparation - the period during which information for the report is collected.

Stage II - Assessment - the period during which the writer decides whether he has everything he needs to plan and write the report.

Stage III - Planning - the period during which the information is selected and arranged.

Stage IV - Expression - the period during which the report is written.

Stage V - Review - the period during which he first draft is edited and revised for final submission.

The form and style of reports vary greatly. Some are written in a formal way and appear very official; others are more informal and project a different image. The three things that determine whether a report is formal or informal, detailed or generalised and whether or not it follows a set structure are as follows:

* the producer of the report

* the subject of the report

* the audience of the report

Getting the form and style right is extremely important. If the tone (the writer's attitude to the subject and reacher) is wrong the report can lose all its impact. It is after all a vehicle for communicating information and the vehicle itself will create an impression regardless of its contents. A report will get its message across in a better way if it is suited to the subject covered, it conforms to the expectations of the audience it is aimed at, and it accurately reflects the intentions of the writer. A consistently formal and neutral tone is generally considered to be appropriate to report writing; the aim is to establish the right relationship between writer and reader and at the same time convey the writer's purpose clearly.

During the preparation stage you will need to:

* clarify your terms of reference

* analyse your readership

* set objectives that the report will achieve

* store information

Once you know why you are writing the report, what type of report it should be, how much of the subject it should cover, who will read it only then will you be able to proceed.

Ask yourself:

* what are the general aims of the report (to inform, to persuade, to place on record, to provide a bases for action)

* what is the subject of the report (a visit, an inspection an accident)

* how much information is required (essential facts only, a detailed analysis, a factual record, mainly recommendations with the necessary supporting evidence)

* what form of report is required (memo, letter, short, long, informal, formal)

* who will read the report

* who will get the final report

After determining the terms of reference and a precise picture of whom you are writing for, you are in a better position to set yourself objectives. These should be stated as clearly, concisely and accurately as possible. The objectives are a refinement and a closer definition of key points.

Now it is time to collect the required information. Information can be collected in many ways. You may do it by interviewing people, by reading or by research, by carrying out tests, or by observation etc. It is better to collect more information than you think you will need. It is easier to write when you are able to choose from more than you need. When you are researching you report it is better to bear in mind the following questions:

Who? What? Where? How? Why?

During the assessment stage see that your preparation is complete.

* have all sources of information been consulted?

* have all relevant aspects of the subject been covered?

* is the preparation according to the terms of reference, readership analysis and objectives?

During the planning stage you will need to:

* decide on the type of the report

* select the information

* plan arrangement of the selected information

* organise the body of the report.

Arrangement of information:

Many short, informal reports will comprise the following four elements:

summary

introduction

body

conclusions and \ or recommendations

The arrangement best suited to your report can be chosen. Many variations are possible. It does not particularly matter what the arrangement is, so long as it is there. It needs to be clear and logical to the reader.

Summary:

The terms 'synopsis' and 'abstract' tend to be used in more academic and scientific documents, while summary is the most generally used of the three expressions.

Summary is provided for those readers who are in a hurry and still need an overall picture. They want the quick version so a good summary should be ensured. Summarize the entire report body - introduction, discussion conclusion and recommendations.

Introduction:

This should inform the reader about why the report was commissioned, what circumstances led people to believe that a report was needed what was the purpose of the report and what issues the report covered. This will serve to provide background information about the subject before the body of the report. A good report should contain, in it's introductory paragraph, a clear exposition (lay out in detail) of the theme of the report. It should contain in miniature the materials to be developed in the rest of the report. Subsequent paragraphs should then fulfill the expectations set up in the readers mind by the introduction.

The Body:

Gives an account of how the conclusions and recommendations were arrived at. The development of your exposition throughout the paragraphs should offer the reader a smooth, logical transition from start to finish. The final section should not come as a surprise.

Conclusions and\or recommendations:

An overview is provided - a summary of all that has gone before. A specific context for the recommendations you are about to make is given.

Recommendations concern specific actions that should flow from the conclusions drawn. Keep in mind that just as recommendations are based on conclusions, so too are conclusions based on what you have discussed in the body of the report. No new material should be introduced in the conclusions or recommendations.

One of the skills which you should learn if you want your report to hold together well is the ability to be cohesive in your writing. Cohesion refers to the property of a text where all parts are logically related to form a unified whole. In a cohesive piece of writing the arrangement or linking of ideas comes across as a collection of loosely related statements and the message is confused.

Features of a Cohesive Report:

* Consistent tone throughout.

* Unity of ideas within each paragraph. (Refer to the section on paragraph writing in this book).

The concluding paragraph should settle what was raised in the first paragraph.

* Use of linking devices. Linking devices can be classified as follows:

a) The words 'this', 'these', 'that', and 'those' either as demonstrative adjectives or as pronouns standing for nouns. These words refer back to topics in previous sentences or paragraphs, they signal links with other topics being introduced.

b) Synonyms. Different ways of saying the same things, synonyms help to avoid monotony of expression while linking different aspects of same topic. Care should be taken to retain the same tone.

c) Generalisations. These contribute to economy of expression.

d) Connectives. For more on connectives refer to the section on paragraph writing in this book.

So much for the structure of the report, lets now consider the technique of outlining. An outline is not only an important planning tool but also exerts a strong influence upon the detailed structure and layout of the report, particularly the body section.

If you have only a rough outline or plan, and decide to jump into the writing process you may regret such action. An outline is a spatial or graphic tool for creating structure. It provides a writer with an hierarchy of headings and various levels of sub-headings under which ideas can be organised according to importance. As such an outline can help you to quickly identify any material you have omitted. An outline can also help you to determine the ideal sequence of ideas in your argument, and can be used to check whether you are giving too much, not enough or appropriate emphasis to any given part of your argument.

On how to make an outline refer to the chapter on Essay Writing.

It is desirable to write a report within as short a period of time as possible. As you write, do not worry too much about style or the quality of your writing. Concentrate on getting the information on paper as quickly as possible. You will have the chance to make as many changes as you wish when you come to the review stage. That is when you can amend, delete and add things in order to polish your writing so that it communicates efficiently and effectively.

The body of the report should be written first. The introduction should be written next.

Keep the following principles in view while writing a report:

A report must show by whom it was made and to whom it is addressed.

It usually has a title or heading and the date.

Be certain of the aim(s) of your report and the subject(s) you are supposed to deal with.

Give all the information and put it in the right order.

The facts should follow a definite order, often a time order or sequence. Do not involve yourself in long descriptions \ narratives or arguments. The facts should be stated clearly and concisely.

Try to recall the situation or event as best you can and give figures where necessary. Also give details of the time, date and place of any event to which it refers. A report has to convey information to the person who is reading it.

You can use sub-headings and tabulate your work so that the information is clearly set out and easy to find. The sub-headings should be arranged in a logical order.

Paragraphs can be numbered in a long report.

Activity - 1:

Write a report on one of the following situations:

Situation - 1. A farmer is reporting the strange disease his cows are suffering from to the local veterinary inspector (over the telephone).

VETERINARY REPORT SHEET

Type or animal concerned ....

Number of animals concerned ....

Date when symptoms started ....

Type of symptoms ....

Lack of appetite ....

Listlessness ....

Lowering of milk yield ....

Signs of discomfort ....

Signs of distress...

Partner B

Situation 0 2: An armed robbery at the local bank is reported to the police.

BAGHBANPURA POLICE STATION

Record of criminal events:

Number of people present ....

Types of arms carried ....

Were the arms used to threaten? ....

Number of shots fired ....

Number of victims ....

Means of escape ....

Detailed description of gangsters:

Height ....

Build ....

Hair ....

Colouring ....

Clothes ....

Distinguishing features ....

Any other comments ....

Partner A

Teaching suggestion: This activity should be done in pairs with (partner A) having information about the first situation and (partner B) having information about the second situation. (Partner A) should try to get information about the bank robbery from (Partner B) by asking questions about the details in the second situation as given above. Similarly, (Partner B) should ask (Partner A) about the details in the first situation.

Activity - 2:

A two member inquiry commission was asked to investigate an incident in which two trains nearly crashed. Here is there report.

Internal Report: near Accident, Lahore Gujranwala Line

We were asked to look into the safety of the new signalling system for the recent near accident of a night mail train with the passenger express Lahore Gujranwala line three days ago. We have looked through the reports of the railway employees who were working that night. This appears to have been the situation:

The night mail train broke down on the signle-track section of the line and the driver used his radio to contact the railway workshop. They did not contact central control, however, for three hours. For sometime the new signalling system failed and so the Lahore Express entered single-track section. Luckily the driver of the Express saw a light in the distance and started to slow down: he was able to stop just in time.

This is a worrying incident for two reasons:

1. When the Express broke down the automatic signalling device should have stopped all other trains on the line but it didn't.

2. The workshop ought to have reported the breakdown to central control immediately, but for some reason it took them three hours to do so.

   We suggest that the Pakistan Railways set up an emergency radio system in case of breakdown, and we recommend that engineers urgently study the fault in the signalling system. This near accident was not serious: it could have been much worse.

M. Muhammad　　　　D. Dawood

Enquiry Committee

1. What is the report about?
2. What two problems does the report highlight?
3. What recommendations does the report make?

Which paragraphs serve the function of:

1. explaining the reason for the report?

2. making concluding recommendations?

3. describing the incident?

4. exposing faults?

Write a report like the railway report about one of the following:

1. A leak of a dangerous gas occurred at a manufacturing plant. A workman didn't check the valves before going home and the automatic alarm did not work.

2. The lioness at the Lahore Zoo died under mysterious circumstances. The keeper did not report any unusual behaviour on the part of the lioness. Although the sweeper had notice that the lioness had been off food for some days.

Activity:

Your student council committee has asked you to report on the cafeteria service provided in your school. Write your report suggesting practical ways in which the service could be improved. Use the material provided in the outline below as a basis for your report.

Cafeteria Service

i. Facts - favourable

A. daily hot lunch

1. good helpings

2. variety

B. Drinks

1. hot

2. cold

C. Sandwiches

ii. Facts - problems

A. surroundings

1. no social atmosphere

2. few chairs - uncomfortable

3. crowded and noisy

B. - hours

1. closes at 3 p.m.

2. evening students not catered for

E C. - food

1. poor quality

2. expensive

iii. Recommendations

A. students/cafeteria staff to sort out problems

B. food

1. improve quality

2. no extra charge involved

C. surroundings

1. more seating

2. different timings to reduce

a. crowds

b. noise

c. queues

3. no extra cost

D. hours - extend closing time.

Activity:

Write a short report about the different languages, dialects and accents used in your country.

1. Look at the questions below and note down your answers to them. If some of them seem to be irrelevant or if you can't answer some of them, leave a blank.

   a) How many peoples speak your language? Which countries do they live in?

   b) How many different languages speak in your country? Is there one `official language'?

   c) What language (and whichdialect of it) is used in schools? Dothe childern in your area speak the same language or dialect when they are at home?

   d) Do you use a different variety of your language (or different details) when talking with friends or family to the one which you use with strangers or people from other parts of the country? Is there a `high' and `low' variety of your language? What situations are the different varieties used in? What are some of the differences in vocabulary and grammmer? Can you give nay interesting examples?

   e) What are the main regional accents and dialects that most people can recognise? Do people in the capital regard the speakers of nay of these as `funny' or `stupid'.

   f) Do the people in the regions where different languages or dialects are used feel they have less power than the people in the capital? Do they have TV and radio programmes in their own languages or dialects?

   g) Do middle-class people talk differently to woeking-class people? Are there any regional accents which are considered to be less `educated' or less socialls acceptable than others? What is considered to be the `best accent' in your language?

   h) At there any other relevant or interesting points not covered by the questions above that you think would help to give a clearer oicture about your country?

2. Rearrange the notes you have made to make the sequence of ideas and information as coherent as possible. Then explain to another student what you are going to write and add any further points.

3. Write your report.

Reporting Accidents Fires and Disasters

Covering accidents, fires, and disasters is the simplest form of reporting. At the scene of the accident you must concentrate on gathering the facts. The important information would be guided by the questions:

* how

* who

* what

* when

* where

* why

* the names, addresses and conditions of victims

* when the accident occurred

* where it occurred

* why or how it happened or who was at fault

* accounts of witnesses or police reconstructions of what happened

When reporting a fire you must cover the following:

* The location of the fire.

* The names, ages and addresses of those killed, injured or missing.

* The name of the owner.

* The value of the building.

* The time the fire started, who reported, it what operations were carried out.

* What caused it, if known.

Of primary importance is whether life is endangered and the amount of property damaged.

At the scene of disaster a similar kind of reporting is required. It is important to pursue every angle of the event specially the personal.

Activity:

Find an accident story in a newspaper. List all the obvious sources the reporter used in obtaining information for the story. List additional sources you would have checked.

Activity:

Identify the who, what, where, when, why and how, if they are present in the following:

The United Muslim Appeal is sponsoring it's first ever walk this morning in Lahore to raise money for the Bread Kitchen, a place where the hungry can eat free.

Activity:

Here are four versions of an opening (same lead) for a report which of these, answers more of the six questions basic to all report writing? Which questions does it answer?

A. What began one year ago with a federal staff investigation and lead to hearings and a court fight ends today with a Federal Trade Commission rule to prevent marriage hall rip - offs.
B. The nation's marriage hall directors are required to offer detailed cost statements starting today, a service they say they are now ready to provide despite nearly a year of debate over the ides.
C. A new disclosure law going into effect today will make it easier for us to determine the cost of marriage reception.
D. One year after being proposed, a federal regulation goes into effect Monday to require marriage halls to provide an itemised list of services and materials they offer, alongwith the cost of each item, before a person agrees to any arrangements.

Activity

From the following facts, write an opening for the report.

Who: A nuclear weapon with a yield equivalent to 150,000 tons of nuclear explosive.

What: Detonated.

Where: 40 miles from a residential colony, 2000 feet beneath the surface of Nevada Desert.

When: Tuesday

Why: To test the weapon.

Other information: Department of energy officials are the source; 450 peace activists were gathered to protest continued nuclear testing by the United States.

Activity:

From the following facts write the first two paragraphs of a newspaper report.

Who: 7 year boy missing for three years

What: found

Where: in the Township area of Lahore

When: Monday night

How: A neighbour recognised the child's picture when it was shown on TV after the drama series 'Sanaata' and called the police.

Other information: Police arrested the boy's mother, Rubina Nargis, 32; she faces charges of kidnapping and interference with a custody warrant.

Activity:

Cut out six summaries (leads) from newspapers. Identify what questions are answered, identify what is not answered.

Adapted
News Reporting and
Writing. The Missouri
Group.

Elements of Good Writing

Good writing has six characteristics:

* It is precise.

* It is clear.

* It has a pace appropriate to the content.

* It uses transitional devices that lead the reader from one thought to the next.

* It appeals to the reader's senses.

* It uses analogies.

Words should be used precisely. They should mean exactly what you want them to mean. You should never use 'uninterested' when you mean 'disinterested'. Nor should you use 'allude' for 'refer', 'presume' for 'assume', 'endeavour' for "try', 'fewer' for 'less,. If you report that fire has destroyed a house, you mean it must be rebuilt, not repaired. Fire Fighter do not wear oxygen masks to enter a burning building they use air ranks. Oxygen is dangerous around fire.

Confused or misused words are a source of weakness in expression. You should take care to distinguish clearly between each word in the following pairs:

accept \ except   lay \ lie

affect \ effect   license \ licence

allusion \ illusion   loose \ lose

altogether \ all together   luxuriant \ luxuriance

complement \ compliment   moral \ morale

continual \ continuous passed \ past

councillor \ counsellor personal \ personnel

dependant \ dependent practicable \ practical

emigrate \ immigrate principal \ principle

everyday \ every day respectfully \ respectively

exhaustive \ exhausted successfully \ successively

imply \ infer there \ their

its \ it's who's \ whose

Precision, however, means more than knowing the genuine or literal sense of a word; it means knowing precisely what you want to say. Instead of saying 'The City Council wants ......' to be precise, you say 'Some members of the City Council want .....' or better yet, 'Five members of the City Council want .....'.

Precision means writing in the conditional when discussing proposals:

Incorrect: The bill will make it illegal ....

Correct: The bill would make it illegal ....

The use of 'will' is imprecise because the legislation has not been passed. By using 'would' you are saying, 'If legislation passes the bill, it would ....

Precision means using the correct sentence structure to communicate explicitly what you mean. The following sentence is technically correct but imprecise:

The National Assembly passed the bill, and the 250 members cheered.

It is imprecise because the compound sentence gives equal importance to the two thoughts expressed. Because the writer meant to show cause and effect, he should have used a complex sentence:

When \ Because the National Assembly passed the bill the 250 members cheered.

Clarity in writing comes from the use of the following:

* Simple sentences.

* Correct grammar and punctuation.

* Clear thinking.

One remedy for unclear writing is the simple sentence. The following sentence has impact because the message is stated clearly in a simple sentence:

The moon may still be wobbling from a colossal meteorite impact 800 years ago.

The above sentence gets to the point. The next sentence drags the reader through a sentence full of prepositional phrases.

From measurements with high - precision laser beams bounced off reflectors left at three lunar sites by Apollo astronauts, plus one atop an unmanned Soviet lunar vehicle, scientists believe that the moon is still wobbling from a colossal meteorite impact 800 years ago.

Both the above are simple sentences, but only the first says it simply.

Many report writers believe that clarity requires short sentences. Wrong. Clarity requires open sentences, regardless of their length. An open sentence presents no delays, no bumps, no ambiguities to the reader. Open sentences can be written by presenting a clear path with reliable road signs (discourse markers, transitional phrases, etc.)

* Avoid preceding the subject and verb with distracting dependant clauses and phrases as in the following sentence:

When your sentence begins with dependent clauses or phrases, tending to delay the reader, especially when many such clauses intervene between the reader and the start of the thought of the sentence, and most especially with intervening material as long as this mess, then, just as you are annoyed at this sentence, the reader will regard you as a fool and stop reading your piece.

* The best sentences start with subject and verb:

Jones raced down the street.

There is a grammatical choice between active voice and passive voice when actions are being reported. The point here is not that one is intrinsically 'better' or 'more correct' but it is simply a matter of which is more appropriate. One of the reasons for using the passive voice in formal reports is to express an action when the agent is unknown or only vaguely known. If, for example, we know the plumber turned off the water supply we can say:

The plumber has turned off the water supply. (Active voice).

The water supply has been turned off by the plumber. (Passive voice, 'plumber' the agent of the action).

If we do not know who is responsible, we can use the passive voice without an agent:

The water supply has been turned off.

This last version is preferable in formal styles of writing or speaking to the informal:

Someone has turned off the water supply.

In addition, we can use the passive form of a verb when we are more interested in what has happened to someone or something rather who was responsible for the action:

The conductor collapsed and was taken to hospital. (Passive voice)

This may be more appropriate than:

The conductor collapsed and an ambulance took him to the hospital. (Active voice).

The passive voice is useful to the report writer in another way: it can help to sustain a formal style by making a statement more impersonal than if expressed in active form. The passive can be used to maintain stylistic fluency as a way of avoiding having to make an awkward change of subject within a sentence.

The prisoner appeared in court and was asked some very searching questions by the counsel for the defence. (Passive voice).

The prisoner appeared in court and the counsel for the defence asked him some very searching questions. (Active voice).

Errors in grammar make meaning obscure. No aspiring writer will succeed without knowing the rules of grammar. Dangling participles, split infinitives, non - verb disagreements and misplaced modifiers destroy the meaning of your sentences.

For practice refer to the section in this book on ERROR CORRECTION.

A writer must be clear in her \ his thinking about the beginning, middle and end of the report. Writers may make any mistakes if they start a sentence, a paragraph or story without knowing where it will end. The problem is most obvious when the reporter is unsure of how to begin. The result usually is a story that jumps from one idea to another without transitions and without supporting evidence for each idea introduced. You must guide your readers through the report. If you do not know the trail, both you and your readers will get lost.

Activity:

Discuss the following report from a local newspaper and comment. Is the report clear? Does it satisfy the reader? Are there any questions left unanswered.

Snake and baby take a ride together

DASKA. Everyone loves babies, and even the snakes are extra careful when a human baby is around. The extraordinary happened when a two-year-old kid was swept away in the raging waters of River Tawi, sitting precariously on a wooden log. The smiling kid was rescued near a protective dike The kid on the insistence of bewildered villagers grabbed the shy snake and threw it in the water. The incident shows that miracles still happen, even in a highly materialistic world —APP

Rewrite the report making sure that all the six questions - (how, who, why, what, when, where) essential for writing an effective report have been answered, and that there is no ambiguity about facts and happenings in the report.

Good writing appeals to one or more of our five senses: sight, bearing, smell taste and touch. Whether you are writing a novel or reporting there should be an appeal to the reader's senses.

There is rifle fire all nightlong. The rifles go " tacrong, carong, craang, tacrong," and then a machine gun opens up. It has a bigger caliber and is much louder ___ "rong, cararibg, rong, rong."

Hemingway. Reporting for New York Times from Madrid during the Spanish Civil War

Through this writer's ears, we listen not just to gunfire, but 'rong, cararibg, rong rong.'

Moving to another writer and another war we get the same sense of detail.

We are only men fighting for our lives, scratching, clawing, pushing ever closer to that wall. We were like animals...

I lay on a tin roof gasping for breath like a landed fish, thendropped to the ground. God bless the Marines; I was one myself in the last of the just wars.

Beech. Reporting for Chicago Daily News

Through Beeche's fingers we feel not just a roof, but a tin roof knowing when a detail enhances the reporting rather than ust making it wordy is the skill of an accomplished writer.

Good writers also make use of analogy. Analogies permit writers to show similarities and contrasts. With similes and metaphors, writers draw word of pictures.

Good Writing Begins with Good Reporting

Good writing begins with good reporting, without the proper use of participant accounts, personal observations and detail the best writing becomes dull.

Activity:

Rewrite the following to make it clearer

Pakistan need to plan and play to form

From Imtiaz Sipra

EDGBASTON: Old Trafford is history now, and the unaccommodating notwithstanding, the match was lost by Pakistan in the minds, Test series morale-boosting win certainly had forced a very complacency in their approach on Thursday. And that the lacklustre approach and even more lacklustre bowling, and as pitiable batting aside, Pakistan will have to go into today's match with mental toughness and application, for to concede a 2-0 win is this Texaco one-day contest would not only tarnish the former world champions image, it would also bring down the morale of the whole nation. Thus, Wasim Akram and company will have to play better, bat better and bowl better.

And for that charged-up feeling they have a bit of to cheer them up. It was here at Birmingham that Pakistan got their first win over England, way back in 1974, and it can happen again, if they apply themselves to the task. More higher shoot-out approach will not do, application will, and that is not an answer. Like in the same of Bridge,

play boldly, and you play better. Thus they will have to this match very seriously, and win otherwise all the merits reflected through that Test series win will evaporate.

One is willing to castigate one or two players, yet Akram should do some soul-searching fire on all cylinders. Atta has been rewarded enough for loyalty, it was time Wasim considered other options, and in Shahid Nazir he has a very promising prospect, one that is accurate on line and length and very good fielder in the outfield. Surely Wasim thinks more about Pakistan's honours then tying up personal, loyalty debts to one who has been tried and tested over and over again.

Then their has to be a plan to bat. Self promotion is no answer to a slow batting rate, in-form batsmen's entry to the crease is. This Wasim should keep in mind and allow the batting line-up to continue. One feels that the initiative was conceded to England when he went ahead of Inzamam and kept Salim Malik way back. In one dayers, runs on the board matter, and even though the experts thought that 225 was a defendable totals, Pakistan really was twenty odd runs short.

Edgbaston has also a history of being an accommodating pitch and thus planning to make the most of it would have to follow. I would not even hesitate to include Asif Mujtaba, for even his spin would stall a England charge on this pitch. Come on Pakistan, you can do and play positively to win both the Test and one day series.

Activity

In newspaper articles find examples of:

a) Incorrect word usage. (correct it)

b) Ambiguous wording. (correct it)

c) Incorrect grammar. (correct it)

d) Incorrect punctuation. (correct it)

e) A nicely worded sentence or paragraph.

f) Use of an analogy.

Book Report

Our section report writing would not be complete without the mention of book reports. Book reports can be a one paragraph review or a full length report. A book report is a mixture of fact and fancy. You are committed to give the facts as the author wrote in the book, you are also expected to reveal your own opinions and impression about what the author wrote.

Your book report should express your reactions and your judgements besides describing the details.

As soon as you finish reading a book you have a very strong feeling about the book; a feeling of either being satisfied or let down. This is the time to make a note of the very first impressions for these will serve to guide you in your more detailed approach to the review. While writing a book report bear in mind the following questions:

Who is the author?

What type of book is it?

What is the story about? (be very brief)

How does the story develop?

Who are the characters?

How are the characters portrayed?

When and where is the setting?

How is it described?

General characteristics of style?

What was your impression?

While writing the actual report you will think about the theme of the book - the message the author wants to convey to the readers. Is he clear about the theme or is he confused and is presenting conflicting themes? Does the plot make sense? Do the incidents follow each other logically? Can these things happen to the particular types of characters he has portrayed? Do the characters seem like real people? Are they totally good or totally bad? Do the characters reveal their weaknesses or their short comings? Do the bad characters have any redeeming points? Are they real characters and do they develop? Does the dialogue reveal the personalities of the characters, and does it help to move the story forward? Does the setting, the time and place of the story come to life for you? Is the style clear and simple?

Begin your report with the factual introduction and wind up with your personal impression of the book as a whole.

Activity :

Write a report on a book that you have recently read.

Text

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